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ABSTRACT

This annotated bibliography contains English language annotations of newspaper and journal articles and government publications from Egypt on the topic of education. All of the items were published in 1978. Annotations are categorized by topic. Sixty seven topics are listed including adult education, Arabic language, educational planning faculties and universities, nurseries, primary schools, sciences, mathematics, religious education, teacher training, textbooks, technical education, and youth education. An author index and a list of sources concludes the document. (Author/RM)

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ACADEMIC BOOKS

1. El-Azhari, Ibrahim, "The Academic Book and Tax Justice", (Al-Kitab Al-Jami'i Wal-'Adalah Al-Daribiyyah), "Al-Gumhouriyah" newspaper, 25th year, Issue No. 9003, (August 22, 1978), p. 5.

After saying that citizens fall into two categories, one category which is subject to taxes and another category of parasites who evade taxation, the writer explained that academic books, in turn, are divided into similar categories, one category which is printed and distributed through bookshops and which is subject to taxation and the other which evades taxes. The latter category includes the notes prepared by professors, printed in stencil form and sold to students in small signatures at exorbitant prices in avoidance of taxation.

The writer then described an experiment undertaken by the Islamic groups in Cairo and Alexandria Universities who decided to photocopy and sell these notes at much lower prices. He concluded that professors are reaping fantastic profits from these notes, all at the expense of the poor students.

Concluding his article, the writer called upon the authorities to reconsider the problem of academic books, putting them within the reach of poor students and subjecting their profits to the law of tax justice.

ACADEMIC CERTIFICATES

Statistics

2. A.R.E., Ministry of Education, Directorate-General of Statistics and Computer, "Status and Forecast of Examination Results in General Secondary and Equivalent Schools and Men and Women Teacher Training Colleges in 1970/71-1989/90", (Al-Waqi' Wal-Mutawaqqa' Li-Natayij Al-Thanawiyyah Al-'Aammah Wa-Ma U'adiluha Wa-Dur Al-Mu'allimeen Wal-Mu'allimaat 1970/71-1989/90), Cairo, 1978, 17 stencil pages.

Following an introduction on the importance of studying the actual status and forecast of examination results in general secondary schools, technical schools (commercial, industrial and agricultural) and men and women teacher training colleges between 1970/71 and 1989/90, the study explained the method utilized in forecasting the number of boys and girls expected to sit for and succeed in these examinations up to 1989/90.

Then followed a number of statistical tables dealing with:

- Comparative figures of examination results in the general secondary education (with its two sections) between 1970/71 and 1976/77.

- Total anticipated examination results in the general secondary education (both the literary and scientific sections) whether following the one-year or the three-year system in 1977/78.

- Total number of pupils expected to sit for and succeed in the diploma examinations of commercial, industrial and agricultural schools between 1978/79 and 1989/90.

Total number of pupils expected to sit for and succeed in the diploma examinations of men and women teacher training colleges between 1978/79 and 1989/90.

Total results expected in the diploma examinations of technical education schools and men and women teacher training colleges in 1977/78.

Total number of pupils expected to sit for and succeed in the two secondary education sections (literary and scientific with the latter's two branches) examinations between 1978/79 and 1989/90.

ADULT EDUCATION

Libraries

3. 'Abdul Rehim, Abul Su'ud Ibrahim, "The Library and its Role in Adult Education", (Al-Maktabah Wa-Dawruha fi Ta'leem Al-Kibaar), "Sahifat Al-Maktabah", (Library Magazine), Cairo, Vol. 10, Issue No. 3, (October 1978), pp. 51-55.

After stating that illiteracy is a problem which requires a courageous encounter on the part of the State both in Egypt and in the Arab World, the writer enumerated the challenges posed by adult education.

Speaking of the role of libraries and librarians, the writer said that they put at the disposal of literacy campaign leaders the necessary bibliographical assistance and guidance. In the opinion of the writer, libraries could be turned into an educational and cultural centre where the reader finds the books he wishes to read classified according to subject, in addition to reference books containing general information.

After interviewing an expert on libraries, the writer concluded his article saying that special attention should be paid to the choice of books and references for the benefit of researchers, students and leaders in literacy and adult education programmes.

Women, Education of - Mass Media

4. El-Muwalled, Fawziyyah, "Information Media; Their Role and Impact on Responding to the Woman's Educational Needs within the Framework of Adult Education", (Dawr Wasaiyl Al-I'laam Wa-Atharuha fi Talbiyat Al-Hajaat Al-Ta'leemiyyah Lil-Maraah fi-Itaar Ta'leem Al-Kibaar), "Ta'leem Al-Jamaheer" magazine, (Mass Education), Cairo, 5th year, Issue No. 13, (September 1978), pp. 50-65.

This article is mainly concerned with the educational programs for adult women beamed by radio and T.V. media. These programs, the writer said, are aimed at responding to the woman's educational needs.

Functions performed by the radio and T.V. media in this respect fall into two categories: direct functions which comprise disseminating an educational mission by means of a well-studied program and proper techniques and indirect functions which consist in providing the necessary atmosphere for cultivating woman's intellectual talent. In this connection, the writer gave examples of the orientation programs, talks, plays and discussions which are aimed at woman education, through arresting their attention and generating their interest. Other programs contain elements of attraction or suspense to supplement the educational material on T.V. channels or radio waves.

The writer went on to explain the techniques involved in the different media disseminating educational programs and called for the setting up of a Supreme Committee for coordinating adult education programs, adding that radio and T.V. officials responsible for educational programs should have a role to play in this Committee.

ARABIC LANGUAGE

Teaching

5. Ahmed, Mohamed 'Abdul Kader, "Spoken Language and its Role in Teaching Arabic to our Children", (Lughat Al-Kalaam Wa Dawruha fi Ta'leem Atfalina Al-Lughah Al-'Arabiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33473, (August 2, 1978), p. 7.

After stating that practice is vital in language learning, the writer said that Arabic teachers should always endeavour to address their classes in correct classical Arabic in explaining the language.

The writer then underlined the link between a child's success in absorbing school lessons and his linguistic ability, adding that every effort should be made in nurseries and the early years of primary education to teach children simple and correct classical Arabic. He cited examples of the standard vocabulary suitable for children in their early years at school adding that some link should be created between the vocabulary taught and the child's own vocabulary acquired before going to school.

Pointing to the defects in text books, used by children in their early years, the writer said their style is too advanced and their content is too uninteresting.

He called for adopting an acceptable criteria for selecting the linguistic material suitable for each stage of child growth.

In conclusion, the writer mentioned the requirements in children's text books of languages, saying that authors should always be guided by the very language used by children in their daily conversation adding to it new vocabulary and increasing the dose as the child moves from a lower class to a higher one.

6. El-'Afifi, Magdi, "Arabic Language Teachers Are Responsible for the Deterioration of the Arabic Language", (Asatizat Al-Lughah Al-'Arabiyyah Homm Al-Masouloon 'an Tadahwur Al-Lughah Al-'Arabiyyah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8177, (August 30, 1973), p. 9.

After drawing a distinction between the spoken and written Arabic and indicating the characteristics of the latter, being the classical language, the writer pointed out that illiteracy, inadequacy of schools, the low standard of education both in schools and in universities and the overloading of grammar curricula in secondary schools with grammatical rules for which pupils have no need, have all resulted in deteriorating the Arabic language.

As a solution for this problem, the writer proposed linking language to thought, saying that any redundant grammatical rules which are of no use in the correct expression of ideas, should be done away with.

The writer underlined the responsibility of Arabic language teachers in purifying the language from any archaic words in order to facilitate the language and ensure better acquaintance therewith.

In conclusion, the writer emphasized the role of mass media in promoting the language and bridging the gap between the spoken and written languages.

ART EDUCATION

Achievements

7. A.R.E., Ministry of Education, Office of the Ministry's Adviser for Art Education, "New Developments Occurring in Art Education", (Al-Jadeed allazi Taraa 'ala Al-Tarbiyah Al-Fanniyyah), Cairo, 1978, 3 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in 1977/78.

Beginning with the primary stage of education, the report indicated the developments taking place in its curricula as well as in the teaching methods and educational aids. Regarding text book, the report mentioned the steps taken for putting out teachers' guides for the fourth, fifth and sixth years.

Moving to the preparatory and secondary stages, the report described the developments occurring in curricula of the different types of preparatory schools (general, modern and concerned with basic education) and also the changes in the curricula of the different types of secondary stage.

The report, further, dealt with teaching methods, educational aids and approaches to guidance and supervision. Referring to practical courses which involve visits, the report explained their aims and methods and the manner in which more experience could be acquired.

Dealing with men and women teacher training colleges, the report described the new developed curricula worked out by an enlarged committee of art education leaders after thoroughly reviewing the gaps and shortcomings in the special curricula.

The report went on to deal with the new text books used in teacher training colleges and to describe how senior inspectors exercised their duties in supervision and guidance.

In conclusion, the report reviewed some of the obstacles hindering educational development and described the manner in which they were overcome.

ASSOCIATION OF TEACHING PROFESSIONS

Tasks

8. Haggag, El-Sayed Rizk, "This is the Truth about the Teachers' Association", (Hazihi Hiya Al-Haqeeqah fi Niqabat Al-Mu'allimeen), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9010, (August 29, 1978), p. 5.

The writer began his article showing the important role of the Teachers' Association in the Egyptian society and then referred to an earlier article published on the Association.

After mentioning the Association's different sources of income and pointing to the items of expenditure, the writer said that teachers are complaining from numerous problems none of which is positively solved by the Association. He described how headmasters, inspectors, Directors of Education and the Minister of Education view these problems, adding that the Association should interfere to put an end to them.

Concluding his article, the writer called for a change in the present leadership of the Association, adding that new elections should be held and new blood representing young teachers should be injected in the Association's leaderships.

AUDIO-VISUAL AIDS

9. Neda, Said Mohamed, "Closed Circuit Television Have Been Successful in Language Teaching", (Al-Dawair Al-Televisioniyyah Al-Mughlaqah Najahat fi Ta'leem Al-Lughaat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9017, (September 5, 1978), p. 9.

This article deals with the various methods for teaching languages offered by a number of language centers in Egypt and describes the ordinary and intensive language teaching sessions and the duration of each.

Focussing on closed circuit television and language picnics, the writer said these two methods have been most successful in language teaching.

The writer then explained how language is taught by T.V. closed circuits showing the various levels of performance obtainable by a student and the duration of study required for attaining each level.

Concluding his article, the writer reviewed the different categories of students seeking language education being civil servants, employees engaged in economic and investment activities, housewives, students (boys and girls) and women graduates.

AESTHETIC EDUCATION

Development

10. Osman, 'Abla Hanafi, "The Child's Aesthetic Education", (Al-Tarbiyah Al-Jamaliyyah Lil-Tifl), "Al-Ahram" newspaper, 104th year, Issue No. 33481, (August 11, 1978), p. 13.

At the beginning of her article, the writer said that one of the functions of education is to develop and create a sense of beauty in individuals, helping them to appreciate art and aesthetics.

After reviewing the deficiencies in the aesthetic culture in Egypt and pointing to the need for appreciating beauty, the writer said that aesthetic education should be spread both in the village and in the city.

The writer went on to say that nature appreciation awakens in the child a sense of beauty, adding that the family should develop this sense and see to it that the child is continuously exposed to beauty, especially through having a clean and well organized home, as Nubians do.

Moving to the role of the school in aesthetic education, the writer said that inclusion of some art work in text books and setting up a school museum would be of great help in this respect. Children should be encouraged to take part in artistic activities, maintain good appearance, join picnics and exhibitions and attend panels on art, the writer added.

In conclusion, the writer said that other organs of the State have a role to play in developing the child's sense of beauty and in spreading aethetic education. These organs include the information media, cultural agencies, museums, exhibitions and public libraries.

BASIC EDUCATION

11. Hussein, Mansour, "Basic Education: Concept and Application", (Al-Ta'leem Al-Asasi: Mafhuman Wa Tatbiqan), "Sahifat Al-Maktabah", (Library Magazine), Cairo, Vol. 10, Issue No. 3, (October 1978), pp. 5-10.

Following an introduction on the most characteristic features distinguishing our contemporary world, the writer described the scientific and technological revolutions and showed the link between knowledge and skills and between development and work.

After pointing to the passive elements in the Egyptian educational system, the writer dwelt upon the need for linking education to employment as two inter-complementary factors, adding that there is dire need for adopting new patterns of education linking theory to practice, science to life and education to employment.

As to the concept of basic education, the writer described some of its underlying principles, adding that adoption of basic education is imperative and indicating how and when this new educational method would be put into effect.

In conclusion, the writer called for adopting new trends in education and new patterns which are not traditional, saying that basic education is ideal in this respect.

CHILD UPBRINGING

International Child's Year

12. El-Diwani, Mustafa, "What Have We Prepared for the Egyptian Child on the Occasion of the International Child's Year?", (Maza A'dadna Lil-Tifl Al-Misri Bi-Monasabat Al-'Aamm Al-Dawli Lil-Tifl?), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33474, (August 4, 1978), p. 13.

This article is concerned with the resolutions adopted by the Supreme Council of Child Care at its sessions of August 22, 1977 and January 23, 1978 on the contemplated plans for the International Child's Year. These plans call for the creation of an educational committee and a cultural committee and for laying down a national plan for child care covering social, educational, health and cultural fields.

In the field of educational care, the Council decided to expand primary education and one-class schools, to inject primary and preparatory

education with technical culture, to check dropouts and to offer school meals in the primary stage.

In the field of social care, the writer underlined the importance of establishing kindergartens and a special Directorate within the Ministry of Education for overseeing them. The Council also devised a plan for the handicapped and juveniles.

The Council's resolutions in the fields of culture and information call for a plan whereby religious concepts are implanted in pupils, a series of educational books are issued for children, a special theatre for children is established and children's radio and TV programmes are developed.

Problems

13. Abul 'Ela, Sayed, "Your Son at School for the First Time", (Ibnik fil-Madrasah Li-Awwal Marrah), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9028, (September 16, 1978), p. 9.

In this article, the writer attempted to direct the mother on how to help her child overcome the initial difficulties faced upon going to school for the first time until he gets acclimatized to the new school atmosphere.

The writer explained the mother's approach if her child is of the bold and self-confident type and if the child is timid and introvert in which case the adventure of going to school would be more difficult to assimilate.

Dealing with the causes which make a child hate the school, the writer showed how this situation may be met, pointing to the role of the mother as well as the school in approaching this problem.

In conclusion, the writer emphasized the role of punishment and reward in solving such problems.

COMMITTEES

Constitution of

14. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 160 Dated September 21, 1978 in Connection with the Constitution of a Committee for Employee Affairs at the Ministry's Central Office", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

The first of the six articles, comprising this Resolution, provides for the procedure to be followed in constituting a Committee for Employee Affairs at the Ministry of Education's Central Office.

Article 2 defines the role of the Personnel Manager in this Committee and describes the procedure to be followed in event the Committee's Chairman is absent.

The third article makes reference to the Ministerial Resolution No. 47 of 1978 as regards the Committee's functions and powers.

The Committee's monthly meetings and the circumstances under which such meetings are deemed valid are set forth in Article 4.

The Deputy Minister of Education is authorized by Article 5 to approve the Committee's Resolutions.

The sixth and last article is concerned with the Resolutions' implementation and effective date.

15. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 161 Dated September 21, 1978 in Connection with the Constitution of the Egyptian National Committee for the United World Colleges which Grant an International Baccalaureat Certificate", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 3 stencil pages.

The Resolution comprises four articles. The first prescribes the manner in which the Egyptian National Committee for the United World Colleges is constituted and lists its members and positions.

Article 2 specifies the Committee's functions and responsibilities which include: furtherance of the objectives of the International Organization for United World Colleges, delegating students to study in its colleges and determining their number, arranging for the payment of the subscription due to the Organization and taking the necessary steps for the grant of scholarships.

The third article deals with the number of meetings held annually by the Committee and the procedure for holding extraordinary meetings.

The fourth and last article deals with the implementation and enforcement of the Resolution.

COMPREHENSIVE SCHOOLS

Establishment of

16. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 157 Dated September 29, 1978 in Connection with the Establishment of a Comprehensive Secondary School in Tanta and the Transformation of El-Shaheed 'Abdul Moneim Riad Secondary School for Boys in Suhag into a Comprehensive Secondary School", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

This Resolution comprises six articles and two appendices.

Article 1 provides for the establishment of a comprehensive secondary school in Tanta and defines its name.

The second article deals with the transformation of El-Shaheed 'Abdul Moneim Riad Secondary School for Boys in Suhag into a comprehensive school.

Article 3 listed the subjects and practical courses which are to be taught in both schools and which are detailed in the attached appendices, authorizing both schools to add or delete new fields of education, depending on the community's needs.

By virtue of Article 4, the two comprehensive schools were subjected to the provisions of Law No. 68 of 1968 giverning public education and all implementing regulations issued thereunder.

Article 5 stipulated that both schools commence studies in the school year 1978/79 and comply with the new plan set for them.

The sixth and last article provides for the publication of the Resolution in the Official Gazette and specifies its effective date.

The first of the two attached Appendices sets forth the practical fields of study approved for both schools, while the second gives the 1978/79 syllabus for comprehensive secondary schools.

CURRICULA

Environmental Education

17. A.R.E., National Council for Educational Research, "Recommendations on the Extent to which Concepts of Environmental Education Are Present in General Education Curricula with Special Emphasis on Studying the Curricula of Fifth Year Primary and First Year Secondary Classes as Sample", (Tawsiyaat hawla Mada Tawafur Mafaheem Al-Tarbiyah Al-Biiyyah fi Manahij Al-Ta'leem Al-'Aamm ma' Al-Tarkeez 'ala Dirasat Manahij Al-Saffain Al-Khamis Al-Ibtidaei Wal-Awwal Al-Thanawi Ka-'Ayyenah), Cairo, 1978, 41 stencil pages.

Following an introduction on the extent of interest shown by scientists and educators in environmental studies, the document reported that social and environmental topics have been incorporated in school curricula, thanks to the National Council for Educational Research which drew up a developed curricula in collaboration with educational experts.

The document explained the concept and principles of environmental education as well as the aims sought from incorporating ecological subjects in the curricula of the three stages of general education, then mentioned the justifications for selecting two classes as sample for research work.

After reviewing the environmental topics contained in the sample's curricula, the document made some suggestions for revising such curricula with a view to emphasizing the ecological concept. General recommendations were also drawn up for adoption in the various educational stages represented by the sample.

Philosophy and Civics in Secondary Schools - Achievements

18. A.R.E., Ministry of Education, Office of the Adviser for Philosophy and Civics, "New Developments Occasioned in Philosophy and Civics", (Al-Jadeed allazi Taraa 'ala Al-Mawadd Al-Falsafiyyah Wal-Qawmiyyah), Cairo, 1978, 2 pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on educational development in Egypt in 1977/78.

Following a review of the steps taken for developing the curricula of philosophical subjects (philosophy, logic and psychology) in general and technical secondary education and the relevant changes made in text books

and teachers' guides, the report elaborated on the developed curricula of educational principles, psychology and civics effected in men and women teacher training colleges in preparation for the new educational plans contemplated for these colleges.

As regards teaching methods, educational aids and text books, the report made a general survey of the steps taken in this respect both in secondary schools and teacher training colleges. Mention was made of numerous academic books which have been examined to determine their suitability as reference material to students and as useful guide to teachers for developing the educational process.

The report then reviewed the recommendations emanating from the training programmes organized in the course of the year for philosophy, education and psychology inspectors and teachers and indicated the extent to which such recommendations may be put to practice in future years.

In conclusion, the report referred to the major problems faced in the teaching of philosophy and related subjects as well as the problem of shortage in technical guidance bodies, mentioning the steps taken for overcoming these problems.

See also: 19.

DEMOGRAPHIC EDUCATION

Curricula

19. Ahmed, Farghali Gad, "Demographic Education ... A Basic School Subject", (Al-Tarbiyah Al-Sukkaniyyah ... Maddah Asasiyyah), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8986, (August 5, 1978), p. 5.

Following an indication of the serious nature of the population problem in the world in general and in Egypt in particular and an indication of the present rate of increase in births in Egypt and the anticipated rate in the year 2000, the writer stressed the need for family planning, adding that a practical plan should be devised in this respect.

After stating that family planning centers have failed in performing their task, he turned to demographic education as an effective means for awakening students to the facts of the population problem.

In the opinion of the writer, the curriculum of demographic education in Egyptian schools should deal with concepts like births, deaths and

fertility, problems of family life, multiplication and child birth and family planning, in addition to concepts on the environmental factors which would focus on the importance of interaction between man and environment and on the consequences of any disequilibrium between the rates of population growth and those of economic and social development.

In this respect, the writer mentioned that a developed curricula of demographic education has been adopted in Egypt in some schools as from the academic year 1975/76, adding that, as a first step, demographic education should be treated as a separate subject taught in all men and women teacher training colleges, Azhari institutes of teachers and faculties of education. Then follows a stage in which the subject is introduced in all levels of education.

DROPOUTS

Primary Schools

20. Salama, Ibrahim, "Utilization of the Group Method in Estimating the Volume of Dropouts and the Average Number of Student Years in the Primary Stage in Egypt", (Istikhdaam Tariqat Al-Fawj fi Taqdeer Hajm Al-Tasarrub Wa-Mutawassit Al-Sanawaat Al-Tullabiyyah Bil-Marhalah Al-Ibtidaiyyah fi Misr), by Ibrahim Salama, Ahmed Fathi Mustafa and Youssef Sabri 'Atiyya, Cairo, Ain Shams University, 1978, 26 pages.

Following an introduction in which the writers emphasized the importance in any study on educational economics of determining the cost per graduate in any given stage of education and after reviewing the factors involved in determining such cost, the writers concentrated on dropouts as being the most important factor.

They went on to say that there are three methods for calculating dropouts, namely: the primitive method, the methods based on a model of a stabilized society and the methods depending on data collected from an artificial group.

After describing the method used in their research, the writers mentioned their conclusions on the percentage of dropouts in the second and fourth years primary, their percentage in the sixth year as compared to that of the second and fourth years, the average number of years which a student spends in the primary stage to which is added the number of lost years by reason of failure for the second time in the sixth year and, lastly, the number of years spent by a dropout in the primary school.

Then follow 19 statistical tables containing data on pupils going to school for the first time in the school years 1966/67 through 1970/71, the total number of registered and external pupils sitting for Primary Certificate examinations in 1971/72-1975/76, the number of dropouts in the sixth year and the rate of failure in the fourth year among the model group.

The writers concluded their research with an indication of the mathematical equations used in compiling their tables.

A list of Arabic and foreign references used in the research is appended.

21. Mohamed, Sa'id 'Abdul Maqsud, "Statistical Survey of the Problem of Dropouts in the Primary Stage Based on a Sample of Schools in the Rural and Urban Regions of the Arab Republic of Egypt", (Dirasah Ihsaiyyah Li-Mushkilat Al-Tasarrub fil-Marhalah Al-Ibtidaiyyah fi 'Ayyenah min Al-Madares fi Reef Wa-Hadar Jumhuriyyat Misr Al-'Arabiyyah), by Sa'id 'Abdul Maqsud Mohamed, Ahmed 'Ebada Sarhan and Ahmed Fathi Mustafa, Cairo, 'Ain Shams University, 1978, 13 pages.

The survey began with an introduction in which the authors stated that education is an investment process in which the elements of waste are dropouts, repeats and deaths.

Then followed a review of the major research undertaken earlier on the problem of dropouts in the primary stage in Egypt and a description of the present research, including the methods used in selecting its sample, the size of the sample and the Governorates from which it was selected and the method used by the writers in elaborating their topic.

A comparison was made between the definition given to dropouts by the Ministry of Education and the one adopted by the authors.

The author's conclusions were subsequently given.

Five tables are appended to this research giving the percentages of dropouts according to Governorates, environment, sex and rural and urban regions.

A bibliographical list of Arabic and foreign books consulted by the authors appeared at the end of the research.

EDUCATION

Development of

22. Al-'Uwaini, Mohamed 'Ali, "Education's Role in Socialist Democratic Practice", (Dawr Al-Ta'leem fil-Tatbeeq Al-Ishtiraki Al-Dimoqrati), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33490, (August 20, 1978), p. 7.

In an introductory note to his article, the writer emphasized the importance of education, cited its role in the country's progress and called for directing more attention to the educational process in Egypt both as to quantity and as to quality and showing more interest in the teachers' well-being.

After explaining that the 1952 Revolution has been instrumental in spreading and popularizing education, the writer said that such widespread popularity has been accompanied by problems such as scarcity of equipment, emergence of the phenomenon of widespread private tutoring, low standard of graduates and expansion in private education.

Dealing with universities, the writer said that the academic and cultural level of graduates has suffered as a result of the policy of making admission contingent upon the grades realized by students in the general secondary certificate, admitting large numbers in universities and encountering acute shortage in teaching bodies and equipment.

Emphasizing the need for promoting Egyptian education and putting an end to the problems from which it suffers, the writer explained the potential results of Arabizing education in private schools, enhancing interest in foreign language teaching, subjecting secondary school graduates to psychological tests and interviews in addition to their scores before admitting them in universities, boosting university budgets, directing more attention to the welfare of teaching bodies in schools and universities and linking education to the type of employment opportunities in the environment.

Economics of

23. A.R.E., National Council of Education, Scientific Research and Technology, Sub-committee or Public Education and Training, "Survey of the Economics of Public Education", (Dirasat Iqtisadiyyaat Al-Ta'leem Al-'Aamm), Cairo, 1978, 40 pages.

- Report submitted to the Council's Committee on Education Economics.

Following an introduction on the aims sought from studying the economics of education in general, the report dealt with the volume of expenditure on education, the means for financing educational expenditure, the factors of correlation involved and the relations, cost-wise, existing between pupils, teachers and school buildings and equipment.

The report is subsequently divided into two parts

The first part deals with the economic aspect to an educational institution in Egypt. It contains a survey of the internal efficiency of schools, the inter-relations between the various elements comprising educational costs and the manner in which such costs are financed.

Part 2 contains an analysis of the economic value of education. This involves a study of the impact of the educational system on manpower productivity and on the ability to meet the demand on manpower at all job levels. A further review is made of the impact of educational expenses on the distribution of national income and also of the extent to which education contributes towards economic development. An attempt is made in this Part to plan a system of education which realizes all educational aims.

Some statistical data are appended to this survey. These show the development of educational expenditure in the Arab Republic of Egypt during the period 1964/65 through 1978 as well as the ratio between such expenditure and national income and services budgetary appropriations. Comparative figures are given between educational expenditure in Egypt and world expenditure on corresponding purposes in 1973.

A number of appendices are attached to the report. These deal with Egypt's national income and national production, with an explanation of their respective concepts, comparative expenditure on education in Egypt and in some other countries in 1973, proceeds of fees and subscriptions payable in the various stages and types of education and, lastly, comparative figures of expenditure on salaries and current expenses as related to the Ministry of Education's budget.

Problems of

24. El-Naggar, Hussein Fawzi, "Towards a Revolution in Education; Problems of Education in Egypt", (Nahw a Thawrah fil-Ta'leem; Mushkilaat Al-Ta'leem fi Misr), "Al-Shabab Wa-'Ulum Al-Mustaqbal" magazine, 2nd year, Issue No. 1, (August 1978), pp. 62-66.

Before studying and classifying educational problems in Egypt, the writer reviewed the present status of education and the philosophy guiding it. He also reviewed the aims of education and showed how they relate to Egypt's present circumstances and to the increased need to educated people.

Moving to the system of education, the writer explained the changes it had undergone and the obstacles it faces, showing how these obstacles relate to socio-economic problems. He added that education is always influenced by the country's political order.

The writer went on to say that problems of education should be defined and studied within two contexts: the first context pertains to the aim of education and consists of eradication of illiteracy and directing education towards building the individual and the society. The second context pertains to the means for realizing this aim which consists in the establishment of an educational system capable of achieving this aim.

In dealing with the components of education, the writer reviewed the educational programs and curricula from the lowest step of the ladder up to its highest step, saying that the instrument of education lies in three things: the administration, the teacher and the school.

Moving to the problem of illiteracy, the writer said this problem is the biggest obstacle to education in Egypt. After reviewing the efforts exerted by the State to eradicate illiteracy, the writer presented his proposals to eradicate illiteracy, underlining, in this respect, the role to be played by all governmental and non-governmental bodies. The Ministry of Education should play the leading role in this field, the writer added.

25. Mahmoud, Hafez, "Hot Indices in the Educational Direction", (Al-Muashiraat Al-Sakhinah fi Masaar Al-Ta'leem), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 3991, (August 10, 1978), p. 9.

After drawing a distinction between overall planning and detailed planning and indicating the latter's importance in education, the writer reviewed some statistics released by the National Council of Education and commented on four types of indices contained in them.

The first and second indices deal with the high rate of admission in the first year primary as compared to the very low rate of those who continue studying till the level of the sixth year primary. Here, the writer emphasized the need for depicting the causes of the large number of dropouts in the primary stage saying that rural schools and one-class schools have a role to play in overcoming this problem.

The third index consists of the high rate of succeeding pupils in the General Secondary Certificate examination and its impact on admission in universities. In the opinion of the writer, room should be provided in some faculty or institute for all succeeding students, adding that that higher education should emphasize the practical side of studies and new departments and sections should be opened. By way of example, he mentioned that the Department of Geography in the Faculty of Arts has recently undergone changes to emphasize the practical aspect of its studies.

The fourth and last index is the high rate of external pupils (i.e. pupils who apply for examination from home and not from a regular school) adding that attention should be paid to overcoming the problems of this category of pupils.

26. Embabi, Mohamed, "Problems Examined by the Ministry of Education at the Commencement of the New School Year", (Mashakil Tabhathuha Wizarat Al-Ta'leem ma' Badu Al-'Aamm Al-Dirasi), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1769, (September 30, 1978), p. 5.

In this article, the writer reported on his interviews with Ministry of Education's Undersecretaries in Governorates, Directors of Educational Administrations and Directorates and headmasters, in which problems coinciding with the commencement of the academic year were discussed.

The first problem is the shortage in the teaching staff. Headmasters made a number of proposals on the proper approach to this problem.

The second problem concerns school buildings and faculties. In some cases new buildings have to be constructed while in other cases, existing buildings need major repairs. There is also lack of space in schools owing to density of classes and to the nonexistence of storerooms for storing articles and tools, theatres and social activity halls.

The third and last problem covered in this press report is the lack of possibilities. The writer pointed to the role of Governorates and local councils in self financing the required possibilities. The Ministry's role is mentioned as a last resort.

EDUCATION OF DEPRIVED RURAL CHILDREN

27. Ahmed, 'Ali Fuad, "The Rural Child", (Al-Tifl Al-Reefi), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33474, (August 4, 1978), p. 12.

Dealing with rural children, the writer mentioned their number in proportion to Egyptian children, and reviewed the social and psychological characteristics which distinguish the rural child from his colleague in urban areas.

The writer explained how these characteristics are influenced by social integration, vastness of land and values and beliefs.

Reviewing the various kinds of deprivation from which rural children suffer, the writer said that deprivation is felt in all fields, including educational opportunities, social situations with which a child deals, social services and culture.

The writer held the family, the provincial councils, the governmental agencies, the school and the educated leaders in the village responsible for this deprivation.

Concluding his article, the writer said that teachers in rural regions should perform their task in all honesty and efficiency until all aspects of deprivation from which rural children suffer are completely wiped out.

EDUCATIONAL INFORMATION

28. Tewfik, 'Awad, "Data Networks", (Shabakeat Al-Ma'lumaat), "Sahifat Al-Maktabah", (Library Magazine), Cairo, Vol. 10, Issue No. 3, (October 1978), pp. 21-37.

Following an introduction on the keen interest being shown in data networks, the writer divided his article into three parts.

The first part contained a quick glance at data networks. The writer described these networks and the developments undergone by them giving the reasons warranting their establishment.

The writer also described the steps involved in establishing data networks, the factors influencing them, their general characteristics, the reasons prompting countries to join data networks and the services rendered by them.

Part 2 introduced some data networks operating on a national, regional and international levels.

The third part explained Egypt's position as regards educational data networks. These networks, the writer added, constitute a window through which Egypt could follow any new development in education and educational systems and adopt any useful information for developing its own educational system with due regard to the environmental needs and characteristics.

In conclusion, the writer described the steps involved in establishing an educational data network in Egypt on sound bases.

EDUCATIONAL PLANS

The Open Day

29. Mehrez, Zeinab Mahmoud, "The Open Day", (Al-Yaum Al-Maftuh), Cairo, National Council of Education, Scientific Research and Technology, 1978, 5 pages.

Following an introduction on school function as distinguished from the function of information media and other cultural bodies, now that the channels of knowledge and culture have become numerous, the writer said that the whole idea of an "open day" in school came about as a result of the need for linking theory to practice, utilizing sound teaching methods and rectifying the general trend of the educational process.

The writer then defined the concept of a school open day, explained its aims, advantages and different forms and dealt with the areas of activity covered on such day whether or not related to curricula. Pointing to the requirements in selecting fields of activity and work on the open day, the writer emphasized the need for giving due consideration to the abilities, circumstances and requirements both of the community and of pupils.

Then followed a description of the manner in which open day activities are organized and carried out with full use made of all possibilities available in the school and in the environment. She gave a list of the elements involved in this process.

Concluding her paper, the writer described the new ideas regarding open day practices in our present time, comparing them to the concept and features of open day as practiced in some Egyptian schools in previous eras.

EDUCATIONAL PLANNING

Elements

30. El-Shal, Mahmoud El-Nabawi, "Planning for the Teaching Process", (Al-Takhteet Li-'Amaliyyat Al-Tadrees), "Al-Rayed" magazine, 23rd year, Issue No. 3, (September 1978), pp. 38-40.

After underlining the role of planning in any reform and in the improvement of the educational process, the writer mentioned the rules and principles which insure the successful pursuance of a plan. The writer also described the manner in which educational needs are actually determined before a plan is devised on the basis of such needs.

Dealing with elements of planning in the educational process, the writer cited the teacher as the basic element in any such planning. Then he described the characteristics, qualities, abilities and aptitudes of a successful teacher who knows how to handle situations and tackle problems.

The second element in the educational planning is the student who constitutes the principal axis around which the educational process revolves. Here, the writer pointed to the duties of the competent authorities and of those who are interested in youth, towards arming the student with everything which helps him to grow in all respects.

Educational aids are the last element in educational planning. The writer showed how useful such aids are in improving the educational process and described the principles involved in selecting suitable educational aids possessing all required features.

In conclusion, the writer dealt with the systems of evaluation as an important element in reforming the educational system in Egypt. He described the aims sought from evaluation and showed the ideal manner in which such aims could, adequately, be achieved through evaluation.

EDUCATIONAL POLICY

31. Darweesh, Yahya Hassan, "Opinion on the Policy of Education", (Raay fi Siyasat Al-Ta'leem), "Al-Shabab Wa-'Ulum Al-Mustaqbal" magazine, Cairo, 2nd year, Issue No. 2, (September 1978), p. 60.

After pointing out that national education is closely linked with the training of technicians in all sectors and at all levels and after stressing the need for resting the educational policy on the ideology adopted by the State, the writer commented on the present educational policy in Egypt, emphasizing the importance of availing nationals of educational opportunities.

The writer then called for an internationalization of education in Egypt through making use of the experience of educators and leaders of other sectors in Egypt and also from the experience of Arab and international

experts, thus drawing up an educational policy which is national in nature but international is some of its features, similar to what Japan has done in Asia.

EDUCATIONAL PSYCHOLOGY

32. Mahfuz, Suhair Anwar, "Relation between Feedback and Self Evaluation", ('Ilaqat Al-Taghziyah Al-Murtaddah Bil-Taqweem Al-Zati), Cairo, Department of Educational Psychology, Faculty of Education, 'Ain Shams University, 1976. 218 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University for obtaining the Degree of M.A. in Psychology.

This dissertation falls in two parts comprising six chapters.

Part 1, comprising the first three chapters, is devoted to a theoretical study.

The first chapter sets forth the problem at hand and explains its various dimensions.

Chapter 2 draws up the theoretical framework and explains the meaning of self-evaluation, the concept of feedback and its early roots and the theoretical interpretation of individuals' reaction to evaluation by other people.

The third chapter gives a review of earlier studies conducted on the same subject.

Part 2 is devoted to an experimental study.

In her fourth chapter, the writer identified her sample and explained the methods used in her research and in processing the data obtained.

The writer's conclusions are expounded in Chapter 5. In the sixth chapter, she analysed these conclusions, outlined her research and suggested related topics for future research work.

Then followed a bibliographical list of Arabic and English reference books consulted by the writer as well as a number of indices, covering three accomplishment tests conducted by her. An analysis of these tests is given, showing the number of those who gave correct answers to the questions contained in the accomplishment tests and the frequency distribution of the objective grades obtained by the sample in the three tests.

33. Kusbah, Taha Mohamed, "Introduction to the Personality of Youth", (Madkhal ila Shakhsiyyat Al-Shabab), "Al-Shabab Wa 'Ulum Al-Mustaqbal" magazine, Cairo, 1st year, Issue No. 12, (July 1978), pp. 50-52.

At the beginning of his article, the writer said that any attempt to deal with youth should be preceded by a thorough study of their conduct and psychological characteristics.

Before moving to a discussion of youth's role in the society, the writer described the psychological and behavioural characteristics of young men, saying that youth are inclined to assert themselves and their independent entities, adding that with wise leadership, sound education and healthy orientation youth may be directed to serve the aims of the society.

The writer underlined the role of the family, school, club and social organizations and bodies in helping youth develop.

After indicating that behavioural changes are a continuous educational process, the writer explained the requirements for effecting such changes and emphasized the role of the school, institute and agencies concerned with youth care in looking after youth in school, outside the school and in their leisure time.

Concluding his article, the writer said that the youth are capable of producing, working and contributing to Egypt's economic, social and cultural development.

See also: 145, 146, 147.

EDUCATIONAL REFORM

34. Soliman, 'Abdul 'Aziz, "Our Sufferings and Hopes Put before the New Political Party", (Aalamuna Wa-Aamaluna fi Muwajahat Al-Hizb Al-Jadeed), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8993, (August 12, 1978), p. 5.

The formation of the new political party, the National Democratic Party, prompted the writer to express the hope that in performing its task, it would start by surveying Egypt's problems on a scientific basis in order to find proper solutions for them.

These surveys should cover the areas of education, health and agriculture, the writer added.

Moving to the subject of education, the writer said that due regard should be given to accommodating the society's needs to manpower. Here, he cited examples of the different vocations and crafts needed by the society.

Dealing with the problem of illiteracy, the writer said that education should be capable of handling it. Education should also play a leading role in enlightening people about the problems of family planning and in guiding them on raising their health and cultural standards.

In the opinion of the writer, education should cease being financially, administratively and technically centralized. Each Governorate should assume full responsibility for all educational matters in its territory, the writer said adding that this would generate healthy competition between Governorates and enhance educational progress in them all.

Concluding his article, the writer said that the new political party would succeed in bringing about the much desired social, economic and political transformation of Egypt.

35. Tewfik, Mamdouh, "The New Party and the Building of Man", (Al-Hizb Al-Jadeed Wa-Binaa Al-Insaan), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33484, (August 14, 1978), p. 7.

Following an introduction in which the writer said that the building of man reflects on the society and helps the newly-established National Democratic Party to attain its ends in developing the society, the writer urged the Party to make its ideas known to and understood by the masses if their attitudes are to be changed. He explained the role of education, culture and awareness in building the Egyptian man and changing his attitudes.

The writer went on to say that educational efforts should be directed towards raising the standard of young men and teaching them to be honest and sincere and to adopt the democratic way of life.

Dealing with the problem of illiteracy, he said the new political party must confront and wipe out this national scourage.

The writer advocated the view that vocational and training institutes and centers should be expanded so as to absorb students immediately after the preparatory stage of education in order that the standard of agriculture

and industry in Egypt may be raised. He called for the establishment of the necessary criteria in order to check admission in higher institutes.

Concluding his article, the writer said that all members of the Egyptian people should receive vocational and professional training in their leisure time.

36. "Principles and General Rules Contained in the National Democratic Party's Programme", (Al-Mabadi Wal-Usus Al-'Aammah Li-Barnamaj Al-Hizb Al-Watani Al-Dimoqrati), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33486, (August 16, 1978), pp. 6-7.

The full text of the National Democratic Party's Programme is published in "Al-Ahram" newspaper with all the principles and general rules contained therein.

On the subject of education and scientific research, the Party's Programme emphasized that the function of education is to build the Egyptian Man. The Programme mentioned the different factors to be taken into account in reconsidering the educational policy.

Special emphasis in the Programme is laid on the principle of free education in all State-owned educational institutions, on inculcating spiritual and national values in students, on linking education to the economic and social development plan, on promoting educational plans and programmes, on directing great attention to the Arabic language and on formulating a permanent policy for training teachers.

The Party's Programme contains principles and general rules dealing with general education in the pre-university level, technical education, private education, eradication of illiteracy and adult education, university education, scientific research and technology and Al-Azhar University and affiliated institutes.

37. Bukhari, Sayed Ahmed, "Features of Educational Reform", (Malamih Li-Islah Al-Ta'leem), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9004, (August 23, 1978), p. 5.

Emphasizing the importance of reforming Egyptian education, the writer said that immediate steps should be taken in planning for such reform without waiting for the removal of war scourages and the liberation of Egyptian territories.

Reviewing the problems which constitute a challenge to any reform, the writer mentioned illiteracy, failure of primary education in checking illiteracy, failure of the preparatory stage in meeting the society's needs, inadequate planning and statistics and lack of spiritual, moral and social education in universities.

The writer emphasized that reform must be comprehensive and not confined to changes in curricula. He said, the whole educational ladder should be changed, indicating justifications thereto and the system that can be accepted. In the opinion of the writer, primary education curricula should be so concentrated as to permit pupils to absorb them in four years.

Concluding his article, the writer said that Egypt should finish with the era of indoctrination and memorization and start a new era of auditing and self-education.

3 . Soliman, Abdul 'Aziz, "Reforming the Educational System in Egypt", (Islah Nizaam Al-Ta'leem fi Misr), "Al-Rayed" magazine, 23rd year, Issue No. 3, (September 1978), pp. 12-13.

Explaining his views on the educational reform required in Egypt, the writer said that the present conditions of education are in need of a virtual revolutions adding that such reform would have its bearing on all aspects of social, political and economic life.

Expounding on the proposed revolution, the writer said that a clear-cut plan should be laid down indicating the proportions of such revolution, with due regard to the aims of education and its role in providing the human resources required by Egypt at the present stage. In this connection, he emphasized that education should be directed towards producing qualified categories of skilled and trained labourers, technicians, craftsmen and specialists in all domains.

In the opinion of the writer, secondary education should be divided into branches, following a general stage in which pupils learn cultural subjects of a general nature. Proposed branches for majoring are intended to produce craftsmen, technologists and academicians. Students desiring to proceed with further specialized studies can go to universities.

Concluding his article, the writer advanced his opinion in the necessity for change and the great moral courage required for effecting it.

EDUCATIONAL RESEARCH

Dropouts in Primary Schools

39. A.R.E., National Council for Educational Research, "World Bank's Project on the Basic Functions of Primary Education and the Extent to which Dropouts Retain Them; A Detailed Report on the Project's Initial Stage", (Mashrou' Al-Bank Al-Dawli hawla Al-Muhimmat Al-Asasiyyah fil-Ta'leem Al-Ibtidaei Wa Mada Ihtifaaz man Yatrukun Al-Madrasah biha; Taqrir Dafin 'an Al-Marhalah Al-Ula Lil-Mashrou'), Cairo, 1978, Varied numbering.

In its introductory note, this document outlined the idea behind the World Bank project and pointed to the anticipated results of this project.

Following a summary of the agreement concluded between the National Council of Educational Research and World Bank on the execution of this project, the document explained the steps taken for conducting the survey contemplated in the agreement. These steps include the selection of a sample for carrying out the exploratory survey, the preparation of the survey's tools, the application of such tools to the exploratory sample and the correction of skill and intelligence tests.

The document also described the steps taken for preparing and circulating three questionnaires dealing with the economic, social and educational factors influencing the problem of dropouts.

After reviewing the work done by the Center's statistical team in preparation for the application of tests on a large scale, the document reproduced excerpts from four Ph.D. and M.A. dissertations dealing with the problem of dropouts in Egyptian primary schools.

ENGLISH LANGUAGE

Preparatory and General Secondary Schools - Achievements

40. A.R.E., Ministry of Education, Cabinet of the Ministry's English Language Adviser, "Report on the Development of English Language Teaching in Preparatory and General Secondary Schools", (Taqreer 'an Tatweer Tadrees Al-Lughah Al-Ingliziyyah Bil-Madares Al-I'dadiyyah Wal-Thanawiyyah Al-'Aammah), Cairo, 1978, 4 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of Education in Egypt in 1977/78.

Following an introduction on the general aims sought from teaching English in both preparatory and general secondary schools, the report reviewed the present curricula and the teaching methods now applied by teachers, explaining the advantages of each of the different teaching methods, but focussing on the method of situations. The report dealt at length with this method, explained it and showed how pupils could benefit from it.

On the subject of new text books, the report emphasized the importance of language drills contained therein and pointed out the new usages of educational aids which are most functional in teaching languages in general and English in particular.

Moving to examinations, the report explained the modern methods of objective tests, showing their effectiveness in measuring pupils' abilities.

In conclusion, the report gave a review of some problems facing schools in language teaching, indicating the manner in which they were tackled.

ERADICATION OF ILLITERACY

41. El-Naggar, Hussein Fawzi, "Towards a Revolution in Education: From Literacy Campaigns to Basic Education", (Nahwa Thawrah fil-Ta'leem; Min Mahwu Al-Ummiyyah ila Al-Ta'leem Al-Asasi), "Al-Shabab Wa-'Ulum Al-Mustaqbal" magazine, Cairo, 1st year, No. 2, (September 1978), pp. 61-65.

This article is concerned with the problem of illiteracy in Egypt and the need to recruit the educated young men in fighting illiteracy, this being a tax owed to the State from all educated people.

After explaining how developed and developing countries allocate funds for wiping out illiteracy, the writer said that literacy programmes should be flexible and individuals should have some measure of freedom in learning, adding that learning should be a life-time privilege for each individual.

Turning to the experience of other countries in this respect, the writer cited the experiment of Vietnam in training a backbone of technical and clerical manpower through a comprehensive programme of rapid education aimed as rebuilding the country.

He also cited the experiments of Cuba and the Soviet Union in eradicating illiteracy.

The writer then pointed out that illiteracy is not confined to inability to read and write. There are other modes of illiteracy such as the scientific social illiteracy, the aesthetic illiteracy, the bodily illiteracy, the functional illiteracy and so on. He mentioned, as well, self-education, adult education, basic education and continuous education as remedies for illiteracy and as a prerequisite for attaining a decent standard of living for the individual and his family, apart from their importance in developing and enhancing production.

In conclusion, the writer referred to the U.N. Conference on environmental studies held in Sweden in 1972 and in Belgrade in 1975, praising the role of the UNESCO in printing the papers discussed in this Conference in English, French and Spanish.

EXAMINATIONS

Problems in Secondary Schools

42. Ibrahim, Reda Ahmed, "Field Survey of General Secondary Education Certificate Examination Problems in the Arab Republic of Egypt", (Dirasah Maydaniyyah Li-Mushkilaat Imtihan Itmaam Al-Dirasah Al-Thanawiyyah Al-'Aammah fi Jumhuriyyat Misr Al-'Arabiyyah), Cairo, Faculty of Education, Ain Shams University, 1978, 394 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, 'Ain Shams University for obtaining the Degree of Ph.D. in Education.

This dissertation falls in six chapters.

Chapter 1 states the problem at hand, describes its dimensions, hypotheses and presumptions and indicates its importance, aims, method, plan and earlier research dealing with the same problem.

The second chapter traces the developments undergone by the General Secondary Education Certificate examinations since 1887 and until the dissertation is written.

In Chapter 3, an account is given of the present status of General Secondary Certificate examinations Administration and the manner in which exams are organized and the problems arising from such exams.

Chapter 4 is concerned with the field survey, conducted by the writer for surveying some of the problems of General Secondary examinations in

Egypt. He described the aims of the survey, the sample selected, the manner in which the questionnaire was conducted and the outcome and significance of such questionnaire.

The fifth chapter deals with contemporary examination trends in England, the Soviet Union and the United States of America, particularly examinations ending the secondary stage.

In Chapter 6, the writer came out with suggestions for developing the administration and organization of General Secondary examinations in the Arab Republic of Egypt, for developing the present status of examinations with all its ramifications and for adopting a proposed organizational set-up commanding prospects of success in implementation.

Then followed a bibliographical list of Arabic and foreign references consulted by the writer as well as appendices containing two questionnaires, one for sounding out the opinion of educational personnel supervising examinations and correcting papers and the other for surveying the opinion of students sitting for the General Secondary Certificate examination in 1975/76.

Results - General Secondary Certificate

43. Embabi, Mohamed, "Why Did High Scores in General Secondary Examination Results Disappear?", (Limaza Ikhtafat Al-Magami' Al-Kabirah fil-Thanawiyyah Al-'Aammah?), 'Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1761, (August 5, 1978), p. 3.

The drop in the total grades scored by students in the General Secondary examinations this year was subject of investigation by the writer as viewed by educators-teachers and students on this matter.

Educators voiced the opinion that in past years, students obtaining high scores in the general secondary examinations and entering faculties of medicine, engineering, economy and information, have obtained very poor rating. This goes to prove that examinations did not serve the purpose of reflecting the true picture of general secondary students' abilities.

This year, general secondary examinations included questions which were carefully prepared to measure the students' true standard of intelligence. The result was a drop in scores.

Interviewed on this problem, students complained from the excessive length of Arabic and English language examinations, saying the time allotted was not adequate to answer all questions. They added that in some subjects, examinations were difficult, hence the low scores.

Teachers, on the other hand, said this result is the natural outcome of the overcrowdedness of classrooms, the shortage of teaching bodies and the overburdening of teachers with additional duties.

EXPATRIATE STUDENTS

Admission

44. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 126 of July 6, 1978 in Connection with the Regulations Governing Admission of Expatriate Students and Egyptian Students Returning from Abroad in Schools and also Governing the Grant of Scholarships to Expatriate Students", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 15 stencil pages.

This Resolution consists of three principal articles followed by Student Admission Rules applying to expatriates and Egyptian students returning from abroad.

Article 1 makes reference to the rules pertaining to admission and examination of expatriate students and Egyptian students returning from abroad when applying to enter general and technical schools.

The second article is concerned with the implementation and effective date of the Resolution, while Article 3 provides for its publication in the Official Gazette.

Rules governing admission of these categories of students cover three Parts, divided into six chapters and subdivided into 50 articles.

The first part comprises three chapters and 23 articles.

Chapter 1 of Part 1 defines an expatriate student, sets forth the conditions of admitting expatriates in Egyptian schools and enumerates the various documents to be submitted at the time of applying. It, further, specifies the requirements for admitting expatriates wishing to study courses in Arabic and those wishing to study in foreign language schools.

Chapter 2 of Part 1 sets forth the conditions for exempting expatriates applying for joining foreign language schools from sitting for pre-admission examinations and defines categories of expatriates who may be exempted from studying a second foreign language.

The third chapter of Part 1 contains general rules.

Part 2, which consists of one chapter and eight articles, lays down the conditions for admitting Egyptian students returning from abroad in Egyptian schools.

The third part, which comprises two chapters and 19 articles, deals with scholarships granted to expatriates. While Chapter 1 of this part lays down the rules for granting scholarships, Chapter 2 stipulates the rules for deprivation of recepients thereof.

FACULTIES AND UNIVERSITIES

Academic Books

45. Embabi, Mohamed, "Suggestions for Solving the Problem of the Academic Book", (Iqtirahaat Li-Hall Mushkilat Al-Kitaab Al-Jami'i), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1766, (September 9, 1978), p. 9.

In this press coverage, the writer reviewed a report by the National Council of Education and Scientific Research on the writing, printing and selling of academic books, the suggestions proposed for overcoming this problem and the role of each faculty in determining academic curricular requirements.

The report dealt as well with the manner in which academic books are written, arrangements involving co-authors, copyright of books written for students and the manner in which students insure buying such books at reasonable prices.

The report described how good use could be made of the Central Agency for Academic and Text Books in ensuring that academic books reach students at the appropriate time and price. Regulations governing printing of academic books by professors are analysed in the report.

In conclusion, the report recommended a reconsideration of the present system of university examinations so as to rid examinations from any direct dependence of a particular book.

Administration and Organization - Independence

46. El-Sebaei, Labib, "Universities' True Independence: How and When Would it Be Realized? A University Issue", (Al-Istiqlal Al-Haqeeqi Lil-Jami'aat: Kayfa wa-Mata Yatahaqqaq? Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Vol. 551, (August 1, 1978), pp. 38-39.

The writer began his article saying that the law regulating universities has proved, after five years of enforcement, that it needs reconsideration in order to give universities true independence. Universities are now preoccupied with the preparation of their respective suggestions on the required independence, the writer added.

After reviewing the areas in which true independence is most needed, the writer interviewed the President of Assiut University on the basic requirements for independence and on the universities' duty, as independent bodies, towards serving and developing the society.

Pointing to the vital guarantees for university independence, the writer referred to the reports, studies and recommendations of the Supreme Council of Universities in this respect, saying that universities should have free hand, in certain areas, in determining their own affairs in the light of their past experience, needs and duty towards their respective communities.

The writer also indicated how teaching bodies and deans would be appointed and promoted in an independent university.

Concluding his article, he emphasized the need for consolidating the universities' financial and administrative independence and emancipating them from the fetters of financial routine observed in other governmental agencies, provided their accounts are checked by the State Audit.

Admission

47. 'Aref, Mahmoud, "10% of Admissions in Faculties of Education for Graduates of Men and Women Teacher Training Colleges", (10% min Al-Maqbuleen Bi-Kulliyyaat Al-Tarbiyah Li-Khirrigee Dur Al-Mu'allimeen Wal-Mu'allimaat), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8180, (September 3, 1978), p. 6.

This article deals with a resolution adopted by the Supreme Council of Universities whereby a certain percentage of admissions in faculties of education has been allocated to outstanding students of men and women teacher training colleges whether graduating this year or in previous

years. It also indicates the conditions prescribed for admission, including enterance tests and scores.

The article reviewed in detail the conditions according to which graduates of sections of art, musical and physical education and home economics can enter the corresponding faculties in Helwan University.

See also: 48, 55, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79.

Admission - Technical Education Graduates

48. El-Banni, Mohamed 'Ali El-Banni, "How Can We Ease the Pressure on Universities and Restore the Natural Equilibrium between the Different Professional Groups", (Kayfa Nukhaffif Al-Daght 'an Al-Jami'aat Wa-Nu'eed Al-Tawazun Al-Tabi'i bayn Al-Fiaat Al-Mihniyyah Al-Mukhtalifah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33505, (September 4, 1978), p. 7.

An endeavour is made in this article to find solutions for the over-crowdedness of universities with large numbers of students. After enumerating some causes which gave rise to this problem, the writer mentioned that the belief that general education is the sole channel to universities is commonplace.

Speaking of technical education, the writer called for taking prompt steps to develop it and to attract students to join this type of education. He proposed that graduates of technical schools receive two additional years of advanced studies following which they are admitted in universities, adding that their experience in technical subjects would make them an asset to university education.

The writer then specified the faculties and institutes to which industrial, commercial, agricultural, nursing and teachers schools lead, saying that students should receive proper guidance on the part of the State for joining the secondary technical study most suitable for each.

Concluding his article, the writer urged the competent authorities to make known their future needs to the various categories of university graduates.

Al-Azhar University - Development of Religious Education

49. Fayed, 'Abdul Latif, "Al-Azhar in the Program of the National Democratic Party", (Al-Azhar fi Barnamaj Al-Hizb Al-Watani Al-Dimoqrati), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9008, (August 27, 1978), p. 9.

After commending the interest shown by the National Democratic Party in promoting Al-Azhar and relating the role played by Al-Azhar over its long history, the writer drew a comparison between the system of education followed by Al-Azhar before 1961, when its main concern was to safeguard the Arabic language and Islamic Shari'ah (doctrine) and to preach the word of Islam locally and abroad and between the new system adopted by application of Law No. 103 of 1961 by which Al-Azhar was turned into an ordinary university.

He then said that under the re-organization of Al-Azhar pursuant to Law No. 103, pupils with poor grades coming from secondary schools were permitted to enroll in Al-Azhar, which led to an adverse effect on its standard of education.

After reviewing the major principles contained in the program of the National Democratic Party, particularly its advocation of Islamic Shari'ah (doctrine) as the principal source of legislation and its interest in boosting Al-Azhar, its institutes and the Faculties of Arabic Language and Usul Al-Din (Religious Principles), the writer said that the adoption of these principles would have favourable effect on Al-Azhar.

Concluding his article, the writer urged the authorities to return to the original system of education observed before the 1961 development and to seggregate religious education from secular education, adding that a new university for the latter type of education could be established.

Al-Azhar University - Statistics

50. Jalil, Na'imah, "Students in Al-Azhar University Increased by 51.7% in Five Years", (Zada Tullab Jami'at Al-Azhar Bi-Nisbat 51.7% fi Khams Sanawaat), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8182, (September 5, 1978), p. 7.

This article reviews a report issued by Al-Azhar University on the quantitative development of its students body (of both sexes) between 1972 and 1977 and the rate of increase in the number of students.

The report discussed the causes of and the problems resulting from this increase and advanced solutions for these problems, dealing with the policy of admission, student hostel, teaching bodies and laboratories and equipment.

Development

51. A.R.E., Supreme Council of Universities, "Annual Report on the Development of Education in A.R.E. in 1977/78. Section on University Education", (Al-Taqreer Al-Sanawi Li-Tatawwur Al-Tarbiyah Wal-Ta'leem fi Misr 'an Al-'Aam 1977/78; Al-Juzu Al-Khass Bil-Ta'leem Al-Jami'i), Cairo, 1978, 6 stencil pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in Egypt in 1977/78.

Following a general introduction on rules and regulations and on the legislations governing the system of education in universities, the report explained the role of the Supreme Council of Universities in drawing up the general policy of university education.

Other subjects dealt with in the report include the duration of study in each faculty, the procedure for transfer from one faculty to another, the systems of tests and examinations and the respective regulations in force in each faculty.

Moving to faculties of education, the report described their plans and curricula and indicated the essential subjects which are compulsory and those which are elective.

Dealing with the progress achieved in university education, the report described the accomplishments in terms of quantitative and qualitative growth.

The last item in the report is concerned with the newly-established provincial universities, the possibilities put at their disposal by the State and the budgetary allocations appropriated for them as compared with the appropriations of the preceding year.

52. El-Sebaei, Labib, "A Further Law for the Development of Universities; A University Issue", (Wa-Qanun Aakhar Li-Tatweer Al-Jami'aat; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 550, (July 15, 1978), pp. 52-53.

Dealing with the new bill for developing universities, the writer explained that this new bill envisages further development of university education in the light of the developments undergone over the past five years.

In an interview with the President of Cairo University, a number of suggestions were made concerning the contemplated development. These are: evaluation of the faculties established in the last 5 years to determine their use; reconsideration of the policy of admission in universities; establishment of provincial faculties and linking them to the environment; reconsideration of the policy of admitting expatriate students in Egyptian universities; determination of tuition fees payable by some categories of students; affording services to students; remunerations payable to teaching bodies; and payment of amounts due to personnel correcting final examination papers.

Eradication of Illiteracy - Students' Duties

53. 'Issa, 'Ali Ahmed, "Requisitioning Every Successful Student in the General Secondary Examination to Wipe out the Illiteracy of 50 Citizens before He Is Admitted in the University", (Takleef Kull Naajih fil-Thanawiyyah Al-'Aammah bi-Mahw Ummiyyat 50 Muwatinan qabla Dukhulihi Al-Jami'aah), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9003, (August 22, 1978), p. 5.

After explaining his idea to the effect that each student completing his secondary education is requisitioned to teach 50 illiterate citizens as a prerequisite for admission in the university, the writer said that this suggestion would wipe out the illiteracy of six million people each year and eradicate this national scourage completely in a few years.

The writer described how his suggestion may be carried out, saying that the Ministry of Education's Coordination Office would select Governorates for this purpose and assign secondary students to perform the task.

He also proposed the most appropriate places for opening literacy classes, adding that secondary students should receive some training for undertaking this task within a short period of time.

Students completing this assignment successively should be accorded some advantages, the writer added.

Concluding his article, the writer said that the successful completion of this programme would enable universities equip their libraries and laboratories and help professors devote all their time for academic and research work.

Establishment

54. El-Shihawi, Ibrahim, "Educational Free Zone ... or an International University", (Mintaqah Hurrah Ta'leemiyyah ... aw Jami'aah Dawliyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33496, (August 26, 1978), p. 13.

Following an introduction in which the writer said that the present economic open-door policy has resulted in boosting many fields of activity in Egypt but had no bearing on the field of education, the writer emphasized the need for establishing a modern university in one of the new cities now under construction, adding that this university would have open channels of communication with the outside world.

In the opinion of the writer, this university would offer new fields of study, provide an opportunity for Egyptian students wishing to study abroad and to Arabs wishing to study in Egypt to join the University and attract Egyptian scientists and professors to teach in it rather than working abroad. Tuition fees would be paid in foreign currencies.

The writer also suggested that some of the existing faculties be annexed to the proposed University.

Concluding his article, the writer said that by sound planning and academic efficiency, this University is sure to succeed academically and materially.

Faculties of Agriculture - Students' Admission

55. Balba', 'Abdul Moneim, "We Hope the Minister Can Give Us More Clarification", (Layt Al-Wazir Yazidana Idahan), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33486, (August 16, 1978), p. 13.

After reviewing a Resolution adopted by the Supreme Council of Universities fixing the number of prospective candidate to be admitted in faculties of agriculture and comparing this figure with the number of students admitted in the preceding year, the writer urged the Syndicate of Agricultural Professions to intervene, as did the Medical Syndicate, in order to bring about a reduction in the proposed number.

The writer explained that admission of such a large number of students in faculties of agriculture would result in more unemployment among graduates.

In this connection, he recalled a Resolution adopted by the Supreme Council of Universities Sub-committee on University Education and a statement made by the Minister of Agriculture both of which substantiate his argument.

Concluding his article, the writer underlined the need for proper planning, urging the authorities to reconsider this Resolution which would have its bearing on future graduates of agricultural faculties.

Faculties of Education - Postgraduate Studies

56. Sayyed-Ahmed, 'Abdul Sami' Sayyed, "An Evaluative Study of Educational Postgraduate Studies in the Faculties of Education in Egypt", (Dirasah Taqweemiyyah Lil-Dirasaat Al-'Ulia Al-Tarbawiyyah fi Kulliyyaat Al-Tarbiyah fi Misr), Cairo, Faculty of Education, 'Ain Shams University, 1978. 304 pages.

-Dissertation submitted to the Department of Educational Principles of the Faculty of Education, 'Ain Shams University, for obtaining the Degree of M.A. in Education.

This dissertation consists of five chapters.

Chapter 1 sets the general framework of the research, defines the problem at hand and gives the relevant hypotheses, the method, plan, scope and significance of the research and the earlier studies, dealing with the same topic.

In Chapter 2, the writer relates the history of educational dissertations in Egypt, saying that some of them are highly specialized in their topics, while some others were accepted by faculties other than the faculties of education.

Dealing with methods of research in Chapter 3, the writer dealt with the beginnings of the educational academic movement and explained how academic methods are applied to the study of educational conditions.

The fourth chapter is concerned with reviewing specimens of dissertations. Some such dissertations combine with the important subjects they deal with, proper methods of research and valuable results. Other dissertations deal with specific subjects. A further specimen of these dissertations illustrates the need for closer coordination and integration in research work between the various faculties of education.

Chapter 5 contains a summary of the thesis and a list of the suggestions put forward by the writer.

Then follows a bibliographical list of Arabic and foreign reference books consulted by the writer in compiling his research.

In three appendices, the writer reported views and statements by veteran educators and faculty members of the Departments of Education and Psychology in the Faculties of Education. He ended his dissertation with a comprehensive list of educational dissertations accepted, to date, by Egyptian universities.

Faculties of Medicine

57. Soliman, 'Abdul 'Aziz, "I Advocate Having More Faculties of Medicine in Governorates", (Utalibu Bi-Mazeed min Kulliyyaat Al-Tibb fil-Muhafazaat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8999, (August 18, 1978), p. 5.

Following an introduction in which the writer reviewed the arguments for and against admission of large numbers of students in faculties of medicine, the writer said that the fact remains that rural areas in Egypt are badly in need of physicians.

In the opinion of the writer, admission in the existing faculties of medicine should be checked, but new faculties should be built in each province for the sons of the province who would study in them, then serve their fellow citizens in the province when they eventually graduate.

Furthermore, these provincial faculties of medicine could contribute towards a thorough study of the endemic diseases in each respective province.

Regarding the manning and equipping of these faculties, the writer said that assistance of world economic organizations could be solicited.

In the end, the writer underlined the importance of limiting the numbers accepted in the older faculties of medicine and the setting-up of new provincial ones, indicating the reasons on which this viewpoint is based and means to prove its validity.

Faculties of Medicine - Problems

58. Diyab, Mahmoud, "Here Are the Facts before Establishing New Faculties of Medicine", (Hazihi Hiya Al-Haqaiq qabla Inshaa Kulliyyaat Al-Tibb Al-Jadeedah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8158, (August 8, 1978), p. 5.

Subscribing to the opinion of the Medical Association to the effect that the establishment of any new faculties of medicine without prior adequate preparation would have adverse effect on the standard of the profession and would increase the number of physicians beyond the country's needs, the writer urged the State to revise its medical policy accordingly.

He went on to say that the preparatory (freshman) year of medicine is of prime importance, adding that every effort should be made to insure that adequate laboratories and auditoriums are provided for freshman students.

Suggestions advanced by the writer call for: formation of a fact finding committee in the People's Assembly to investigate the facts about faculties of medicine; perfecting the present faculties of medicine before thinking of opening new ones; transferring surplus teachers to faculties suffering from shortage in teaching bodies; maintaining a proportional rate between the number of students and the capacity of laboratories and seats in the existing faculties of medicine; depriving failing students from the privilege of free education and insuring that the General Secondary examinations represent a true picture of the students' level.

59. El-Sharkawi, Mustafa, "Bridges to Faculties of Medicine", (Al-Kabari ila Kulliyyaat Al-Tibb), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8168, (August 20, 1978), p. 5.

At the beginning of his article, the writer described the vast expansion undergone by faculties of medicine in Egypt, adding that each faculty

should have its own distinguished building, in addition to the required equipment. Before contemplating any projects to set up new faculties of medicine, human possibilities should be provided in terms of professors, teachers, chemists and patients, the writer said.

He went on to emphasize the importance of giving proper training to medical students who would eventually be entrusted with the care of the people's health, saying that the present faculty buildings and the large number of students enrolled in the faculty hinder the proper training of medical students with the use of educational aids. Citing some modern teaching methods, the writer mentioned the closed TV circuit, slides and plastic cadavers.

After stressing the importance of maintaining a close relationship between the professor and the student, the writer said that the present conditions in faculties of medicine have resulted in increased private tutoring and lower standard of educational efficiency.

60. El-Sebaei, Labib, "The Circle of Danger around Medical Education in Egypt; A University Issue", (Dairat Al-Khatar hawl Al-Ta'leem Al-Tibbi fi Misr; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 549, (July 1, 1978), pp. 38-39.

At the beginning of his article, the writer reviewed a statement released by the Medical Association for discussion by the People's Assembly on problems of medical education in Egypt, the policy of opening new faculties of medicine and the causes for the drop in the standard of medical students graduating from faculties of medicine in provincial regions.

The writer also reviewed the medical issues discussed in a panel called for by the Committee on the Sector of Medical Studies, in which the Medical Association took part. These issues include: definition of the aims of medical education and the characteristics of a medical graduate, optimum methods for developing the educational process and training plans for medical graduates.

He, further, reviewed the conclusions reached in the panel on medical education, the need for changing curricula, stages and methods of medical education and the importance of reducing the percentage of admission of secondary students.

In this connection, the writer interviewed the Vice-President of Cairo University who elaborated on the policy of admission in the faculties of medicine.

Concluding his article, the writer proposed new systems of evaluation and examinations and called for dividing education in faculties of medicine to clinical and pre-clinical years.

Faculties of Physical Education - Higher Studies

61. 'Aref, Mahmoud, "Higher Studies in Physical Education", (Al-Dirasaat Al-'Ulia Bil-Tarbiyah Al-Riadiyyah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8165, (August 16, 1978), p. 12.

This article deals in general with the faculties of physical education and the industrial and commercial institutes which have been given the full status of faculties and annexed to Helwan University and in particular with the problems of higher studies in faculties of physical education.

According to the writer these faculties were suffering from problems before and after annexation to Helwan University, such as the shortage in teaching bodies and the lack of proper planning.

After mentioning that there are numerous students enrolled in the faculties of education in Giza (the Pyramids Road) and Alexandria who are preparing M.A. and Ph.D. dissertations, the writer said that students are unable to find supervisors for their dissertations. The writer indicated the university's attitude towards this issue and underlined its effect.

Concluding his article, the writer advanced his suggestion for solving the problem of dissertations, supervision by outside professors and establishing laboratories for undertaking the necessary research on sports and physical subjects and dispatching scholars abroad.

Free Studies

62. Yassin, Hamdi, "Courses for Teaching Languages and Different Trades in Alexandria University", (Dawraat Li-Ta'leem Al-Lughaat Wal-Hiraf Al-Mukhtalifah Bi-Jami'at Al-Iskandariyyah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8185, p. 6.

In this article, the writer gave an exhaustive account of all free studies organized by Alexandria University to general secondary students of both sexes, whether for improving their English and French languages or for training on the mechanics of automotives, refrigerators, air-conditioning units and television sets or for learning how to use the typewriter.

The writer described the system and duration of study in each section, the conditions for admission and the certificates granted. Details on theoretical and practical studies were also given in this article.

Post Graduate Studies

63. Zaher, Mohamed Diaauddin 'Abdul Shakhour Ahmed, "An Evaluative Study of the Internal Efficiency of Higher Studies in Universities in Fields of Physical Sciences", (Dirasah Taqweemiyyah Lil-Kifayah Al-Dakhiliyyah Lil-Dirasaat Al-'Ulia Al-Jami'iyyah fil-'Ulum Al-Tabi'iyyah), Cairo, Faculty of Education, 'Ain Shams University, 1978, 233 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation falls in five chapters.

Chapter 1 draws a general framework of the problem at hand, indicates the need for this type of research and explains the aims, scope, method and plan of his work as well as the idiomatic meaning of the terms used.

The second chapter explains the requirements in any academic supervision of dissertations and indicates the factors influencing such supervision and the nature of relation existing between the supervisor and the student.

In Chapter 3, the writer described the method used in conducting his field survey as well as the sample selected from among supervisors and students.

The writer's results obtained from his field survey are elaborated and analysed in the fourth chapter.

In Chapter 5, the writer advanced some suggestions and recommendations. These deal with the aims of academic supervision including the supervisor, the elements influencing his efficiency and his personal characteristics, the relation between the supervisor and student and, lastly, suggestions and recommendations of a general nature.

These last recommendations called for benefitting from the services of all holders of Ph.D. degrees, currently employed in non-academic work, standardization of the criteria used in evaluating dissertations dealing with physics in the various universities, developing the academic

machineries which support the system of supervision, establishment of a separate faculty for higher studies and holding a conference on problems dealing with supervision over dissertations in universities.

Following a bibliographical list of Arabic and foreign references consulted by the writer, a set of appendices was given containing statistical data on the number of students registered in section of higher studies and graduates holding higher degrees (diplomas, M.A. and Ph.D.) in all faculties of science in Egypt between 1970/71 and 1974/75 as well as members of the teaching bodies in faculties of science during the same period.

The appendices also contain the preliminary and final form of the two questionnaires with respect to supervisors and students.

Practical Training - Agriculture

64. Abu Zeid, Soad, "Training of Faculty of Agriculture Students in Farms in Summer Holiday", (Tadreeb Talabat Kulliyyaat Al-Zira'ah fil-Huqul Khilal Al-Ijazah Al-Sayfiyyah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8141, (July 19, 1978), p. 6.

This article deals with steps taken so far in some governorates concerning a project aimed at availing graduating students in faculties of agriculture to receive practical training on farm mechanics and pest fighting in the various Governorates of Egypt.

The writer listed the bodies taking part, along with the Ministry of Agriculture, in implementing this project and reported the dates set for its start as well as all other details concerning programmes, practices and conditions for joining such training project.

Problems

65. El-Sebaei, Labib, "Provincial Universities Were a Solution to a Problem; Now They Themselves Are the Problem", (Al-Jami'aat Al-Iqleemiyyah Kanat Hallan Li-Mushkilah Fa-Asbahat Hiya Al-Mushkilah), by Labib El-Sebaei and Ahmed El-'Attar, "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33491, (August 21, 1978), p. 3.

After stating the aims sought from the establishment of provincial universities, the writers interviewed the Presidents of Suez Canal and

Zagazig Universities, the Vice-President of Cairo University, the Governor of Feyyoum and some professors of provincial universities on the problems faced by these universities and how to overcome them.

They indicated in their respective interviews that the success of the pioneering University of Assiut has been instrumental in expanding to establishment of provincial universities, adding that the well-devised plans and studies undertaken on the needs of the Suez Canal region have been most useful in bringing about a successful Suez Canal University.

Reviewing the problems from which provincial universities are suffering, the writers mentioned in particular the overcrowdedness of students, the inadequacy of buildings, laboratories, libraries and vital facilities and the acute shortage in teaching members.

On the latter problem, the writers said that dependence of provincial universities on professors seconded from other universities has reflected adversely on the academic standard of students.

Concluding their article, the writers said that any new provincial university should have its own distinctive characteristics and should, before all, provide the basic justifications for their existence.

66. El-Sebaei, Labib, "Universities without Professors and without Auditoriums or Laboratories", (Jami'aat bi-la Asatizah ... Wa-Jami'aat bi-la Mudarrajaat wa-la Ma'amil), by Labib El-Sebaei and Ahmed El-'Attar, "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33492, (August 22, 1978), p. 3.

Following an introduction on the pros and cons of establishing new provincial universities, the writers reviewed three reports by the Central Agency for General Mobilization and Statistics, the Supreme Council of Universities and the National Council of Education on the number of students, professors, lecturers, assistant lecturers and demonstrators in Egyptian universities between 1971/72 and 1977/78 then compared the professor/student ratio in Egypt with the world ratio to indicate that the shortage in faculty is of an acute nature.

These reports, the writers added, point to the need for checking admission in univeraities in general and in some faculties in particular and for expanding post-graduate qualification both locally and abroad to offset the shortage in faculty.

When interviewed, some university officials said that provincial universities are vital and needed, adding that the universities' basic requirements should be provided before venturing on the start of study therein.

Provincial Universities

67. El-Sebaei, Labib, "Experiment of Provincial Universities: Should We Retract from or Expand in It?", (Tajrubat Al-Jami'aat Al-Iqlimiyyah ... Nataraja' 'anha am Natawassa' fiha?), by Labib El-Sebaei and Ahmed El-'Attar, "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33494, (August 24, 1978), p. 3.

At the beginning of their press coverage, the writers explained the extent of expansion occasioned in building provincial universities in Egypt and the effect of rushing in building them on the level of university education in Egypt.

After stating that provincial universities should play the leading role in Egypt's economic development, the writers review the viewpoint of some officials and university professors concerning the experiment of provincial universities in Egypt. They all emphasized that planning and study should precede establishment of new universities, adding that each university should have its own distinctive field of specialization which coincides with the nature of the province served by the university. They also called for the provision of teaching bodies, buildings, equipment, research rooms and libraries before venturing on any new university project.

Concluding their press coverage, the writers stated that existing provincial universities should be helped to solve their problems, through boosting their finances and enhancing their post graduate programmes.

Students' Admission

68. Al-'Orabi, Salahuddin, "Admission in Universities Should be on a Provincial Basis", (Al-Qabul Bil-Jami'aat Yajib an Yakun Iqlimiyyan), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33475, (August 5, 1978), p. 13.

Pointing out the evils of the present system of university admission whereby the only criterion adopted for distributing students among faculties is that of total grades, the writer advocated the adoption of

the principle of territoriality of universities whereby students are admitted in the provincial universities existing in their respective provinces. The writer explained how this result could be achieved. He also indicated the measures to be taken in the event no provincial university is available in the environs of a student's province.

The writer went on to explain the advantages of this system, saying it would relieve parents, particularly those with limited income, from financial worries, help students obtain psychological tranquillity and encourage students to concentrate on study and learning.

Concluding his article, the writer said that graduates of provincial universities would have no problem working in their respective provinces, with the net result that production prospects would be enhanced.

69. 'Aref, Mahmoud, "Steps on the Road to Rectifying University Education", (Khutwaat 'ala Tareeq Tasheeh Al-Ta'leem Al-Jami'i), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8159, (August 9, 1978), p. 12

Commenting on the results of the general secondary examinations, the writer said that the indices revealed by them point to a policy which is aimed at rectifying the path of the teaching process and paying more attention to technical education.

Hailing the practice by universities in admitting candidates on the sole basis of their abilities, the writer said this policy would put an end to the problem of overcrowdedness of universities and would raise the academic standard of graduates.

Speaking of the lenient policy of admitting expatriate students in faculties of medicine, pharmacology and economy, the writer said that this policy is responsible for the phenomenon of widespread private tutoring and for the negation of the principle of equal opportunities.

Welcoming the strict controls imposed on admission of expatriates in universities, the writer said that no favours of any kind should be allowed to influence admission, adding that the educational process should be rectified with absolute disregard to any favours.

70. El-Shaikh, Rabi', "Only 30% of Students Succeeding in the General Secondary Examinations Are Fit for Entering Universities", (30% faqat min Al-Najiheen fil-Thanawiyyah Al-'Aammah Yasluhoun Li-Dukhul Al-Jami'aat), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1762, (August 12, 1978), p. 4.

After stating that the concept of university should be so altered as to restrict this type of education to outstanding students, the writer reviewed the resolutions adopted by the Supreme Council of Universities fixing the number of students to be admitted in the different faculties, then interviewed the Minister of Education and the Presidents of Helwan and Suez-Canal Universities on the justifications for the Council's resolution to reduce the number of admissions in the faculties of medicine and engineering.

Justifications given are the inadequacy of provincial universities to accommodate potential students of medicine and engineering and the prospects of unemployment facing graduates of both faculties.

On the other hand, the writer mentioned that the Supreme Council of University has decided to step up admission in faculties of education and law in order to face the acute shortage in teachers and the high demand on lawyers occasioned by reason of the economic open door policy.

After stating that this resolution would help in reforming university education and raising its standard and linking university education to the society's overall economic, social and cultural development plans, the writer said that no less important is the Council's resolution to deny expatriate students and holders of the General Secondary Education Certificate from foreign countries any equality with their Egyptian counterparts.

71. El-Sebaei, Labib, "The Deluge at the Gates of Universities", (Al-Tufaan 'ala Abwaab Al-Jami'aat), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 552, (August 15, 1978), pp. 46-47.

This article deals with a number of university problems to which some radical solution must be found. These problems include the policy of admission, the need to place each students in some faculty or institute, the increasing number of General Secondary Certificate holders in proportion to university possibilities, the shortage in teaching bodies, the lack of modern facilities, the problems of post-graduate studies and scholarships and university building projects and equipment.

The writer also stated that these problems acquire serious proportions by the fact that ever-increasing numbers of students are annually and consistently admitted in universities in the absence of any objective limitations or controls dictated by the country's needs to different fields of specialization.

Concluding his article, the writer emphasized the need for a long-term policy which would put an end to these problems and devise solutions for all problems of education in Egypt.

72. El-Sebaei, Labib, "Directory of Admission in Universities and Institutes", (Daleel Al-Qabul Bil-Jami'aat Wal-Ma'ahed), Supplement to Issue No. 552 of "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 552, (August 15, 1978), 96 pages.

To help secondary school graduates find their way through the different faculties and institutes and the various departments of each, this directory was issued containing all necessary information on each faculty and institute, including systems of education, examinations, minimum academic requirements for admission and possibilities of enrollment during the forthcoming academic year.

The directory also contains information about the faculties and institutes which have no openings for new candidates and those which have room for qualified candidates applying.

73. El-Sebaei, Labib, "The University Door which Needs Repair", (Bab Al-Jami'aat allazi Yahtaju ila Islah), by Labib El-Sebaei, Mohamed 'Abdul Tawwab and Ahmed El-Attar, "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33490, (August 20, 1978), p. 3.

In this press coverage, the writers showed that the present policy of admission in universities is responsible for the problems from which universities are now suffering.

To substantiate their opinion, the writers interviewed the Vice-President of Cairo University, the President of Suez Canal University and other Heads of Departments in different faculties, all of whom advocated that universities should check the number of students admitted and that faculties of education should expand admission in an attempt to offset the shortage in the number of teachers required for Egypt and Arab

countries. They also advocated that admission in the old faculties of medicine should be checked, while in provincial faculties of medicine, admission should be expanded.

The writer indicated the opinion of those officials in a reconsideration of the policy of admission in stages of general education, decentralization of general secondary examinations and in admission in universities, linking the policy of admission to the country's needs to university graduates, abolition of all exceptions in admission, placing restrictions on the admission of expatriate students in universities and making provision for the intelligence level and academic accomplishment at the time of admission in universities, adding that these suggestions would be effective in putting an end to private tutoring and in providing equal opportunities to students.

Concluding their press coverage, the writers quoted a report by the National Council of Education as saying that the present policy of admission lowers the standard of university education and results in a surplus in the number of graduates.

74. Helmi, Mustafa Kamal, "Reduction or no Reduction of the Number of Students Admitted in Faculties Depends on the Requirements of the Social and Economic Development Plans",(Takhfeed A'daad Al-Maqbuleen fil-Kulliyyaat aw 'adam Takhfeedihi Ya'tamidu 'ala Ihtiyajaat Khutat Al-Tanmiyah Al-Ijtima'iyyah Wal-Iqtisadiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33490, (August 20, 1978), p. 13.

After reviewing an article published in "Al-Ahram" newspaper on August 16, 1978 by a professor of Alexandria University's Faculty of Agriculture on the policy of admission in faculties of agriculture, the writer - who is the Minister of Education - mentioned the considerations taken into account by the Supreme Council of Universities in determining the number of students to be admitted in each faculty, adding that the Council's policy is aimed at linking universities to the labour requirements of the country's social and economic development plans.

The writer went on to say that the Supreme Council of Universities sets up committees on which the various sectors of production are represented for determining the numbers to be admitted in each faculty.

In this connection, he described the work done by two specialized committees, one representing the sector of medical education and the other representing the agricultural sector, adding that both committees

have discussed and determined the number of students to be admitted in the faculties of medicine and agriculture in 1978/79.

After relating the bases on which the Committee representing the agricultural sector determined the number of prospective students in the faculties of agriculture, the writer concluded that this step is envisaged for creating close cooperation and integration between the faculties of agriculture and the national policy of agriculture and irrigation.

75. El-Sayyad, Ayman Amin, "The Problem of Admission in Universities; The Cause, the Effect and the Solution", (Mushkilat Al-Qabul Bil-Jami'aat ... Al-Sabab ... Al-Natijah ... Al-Hall), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9001, (August 20, 1978), p. 5.

After saying that the problem of Admission in universities recur each year with the release of general secondary examination results, the writer described the admission procedure adopted by the University Admission Coordination Office in distributing students on the different faculties, adding that the Office has been a failure in assigning students to the proper faculties which conform to their aptitudes.

The writer described the Office's practice of assigning outstanding students to faculties of medicine under the pressure of the society and to keep up with appearances. The result is that medical students prove a failure. The writer showed how this state of affairs reflects on graduates and on the society itself.

In the opinion of the writer, this problem would be better handled if the Coordination Office is substituted by other means whereby each student is assigned to the faculty best suited for his aptitudes.

After explaining how this center would operate, the writer concluded his article saying its main task would be to ensure that the principle of equal opportunities is observed among students.

76. 'Aref, Mahmoud, "Egyptians Abroad and the Problem of Their Admission in Egyptian Universities", (Al-Misriyyoun Bil-Kharij Wa-Mushkilat Qabuluhum Bil-Jami'aat Al-Misriyyah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8171, (August 23, 1978), p. 12.

The problem discussed in this article deals with Egyptian students whose parents are residing in Arab countries and, as a result, have obtained

their General Secondary Certificates in these countries and are now seeking enrollment in Egyptian universities.

According to the writer, the University Councils in Egypt have allotted a certain number of places in each faculty for admitting Egyptian candidates coming from Arab countries. The number of places allotted is too small to accommodate all eligible candidates. Furthermore, Egyptian students coming from Saudi Arabia with high scores, almost monopolized all places reserved, leaving no room for other Egyptian candidates coming from the remaining Arab countries, which fact undermines the principle of equal opportunities as the writer said.

Concluding his article, the writer suggested one of two alternatives for this problem: either to increase the number of fixed places in order to provide larger opportunities of admission for Egyptian candidates coming from all Arab countries.

77. El-Sebaei, Labib, "All Rules for Recognizing Technical Certificates by Universities", (Al-Qawa'id Al-Kamilah Li-Qabul Al-Shihadaat Al-Fanniyyah Bil-Jami'aat), "Al-Ahram Al-Iqtisadi" magazine, Cairo, Issue No. 554, (September 15, 1978), pp. 36-37.

This article reviews the rules laid down by University Admission Coordination Office regarding admission of holders of technical certificates and diplomas in universities.

The rules specify the respective regulations adopted by each faculty for admission, including either the total number of grades obtained in all subjects or the grades obtained in a specific group of theoretical or practical subjects being a prerequisite for joining the respective faculty. Other conditions of admission include age of candidate and the branch in which he specialized in the different agricultural, industrial or commercial technical schools.

The writer also listed the rules laid down by the Coordination Office for admitting graduates of teacher training colleges in faculties of education and in the Faculty of Technical Education under certain conditions, including entrance tests.

Concluding his article, the writer related the conditions of admission applicable in the Faculty of Musical Education, the Faculty of Home Economics, the Faculty of Social Service and the Faculty of Tourism and Hotels.

78. 'Aref, Mahmoud, "New Indices on the Educational Map in the Light of University Coordination Results", (Muashiraat Jadidah Li-Kharitat Al-Ta'leem 'ala Dawi Natayej Tanseeq Al-Jami'aat), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8199, (September 25, 1978), p. 3.

Commenting on the indices of admission in Egyptian universities shown by the results of admission released by the University Coordination Office, the writer said that a characteristic phenomenon revealed by these results is that students with high scores in general secondary examinations prefer the faculty of education to the faculties of law, science and agriculture and show no interest in the institutes of commerce and industry despite the acute shortage in technical manpower.

After giving his own explanation of this phenomenon, the writer interviewed senior university officials on the ideal method for organizing and coordinating admission in such a manner as to satisfy the country's employment needs and, in the meantime, to accommodate the students' desires, aptitudes and inclinations.

University officials advanced some sound suggestions for solving the problem of high demand for one faculty and lack of interest in other faculties.

Students' Admission - Equality of Opportunities

79. Soliman, 'Abdul Aziz, "Exceptions in Admission in Universities", (Al-Istithnaat fil-Qabul Bil-Jami'aat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9007, (August 26, 1978), p. 5.

Dealing with the problem of exceptions granted to certain categories of students applying for admission in Egyptian universities, the writer said these exceptions are tantamount to privileges which remind us of the privileges enjoyed by certain categories by way of "capitulation" at the time of British occupation in Egypt.

Stating the justifications invoked for such exceptions, the writer said that certain categories of students enjoy these exceptions while other categories are clamouring for similar treatment. Exceptions, he added, are responsible for the overcrowdedness of universities and encroachment over the principle of equal opportunities.

Speaking of the system of education which he proposes for checking the large numbers admitted in universities, the writer called for the

application of the principle of equal opportunities, the abolition of all forms of exceptions and the adoption of a long-range policy whereby education at the primary stage is divided into four branches: vocational, applied, technological and academic.

Adoption of these proposals would be most effective in checking the numbers of students admitted in universities, the writer concluded.

Teacher Training Colleges - Education

80. 'Ezzeddine, Youssef, "Abolition of the System of Branches in Men and Women Teacher Training Colleges", (Ilghaa Nizaam Al-Shu'ab fi Dur Al-Mu'allimeen Wal-Mu'allimaat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8972, (July 22, 1978), p. 6.

The writer reported on the resolutions adopted by the Technical Committee entrusted with the task of developing education in Men and Women Teacher Training Colleges, which resolutions would be implemented as from the academic year 1979/80.

These resolutions call for the abolition of the system of branches in the fourth and fifth years of Teacher Training Colleges, due to the problems caused by this system.

Other resolutions deal with the Colleges' educational plans, the percentage of professional subjects and the intensification of specific subjects.

In conclusion, the writer reviewed some of the problems of primary education, pointing to the need for linking primary education with the study plans of Teacher Training Colleges.

Teacher Training Colleges - Employees Transfers

81. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 25 Dated July 1, 1978 in Connection with the Transfer of Deputies, Headmasters and Principals to Teacher Training Colleges from Corresponding Jobs", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Men and Women Teacher Training Colleges, Ministry of Education, 1978, 1 stencil page.

After stressing the importance of selecting qualified leaders for filling the vacancies of Deputies, Headmasters and Principals in teacher

training colleges and after showing how this reflects on the progress and advancement of colleges, the Circular stipulated rules of thumb to insure that Directorates of Education only select efficient candidates to fill these jobs, preferably by promoting the college's existing staff.

The Circular went on to specify the prerequisites in any one selected for occupying any such jobs through transfer from a corresponding job, adding that the curriculum vitae of any candidates should first be forwarded to the Directorate-General of Men and Women Teacher Training Colleges for comment before actual transfer takes place.

Data to be submitted to the Ministry of Education are also mentioned in the Circular.

Teacher Training Colleges - New Academic Year

82. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 46 Dated August 20, 1978 in Connection with the Preparations and Plans for Teacher Training Colleges in the Academic Year 1978/79", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Men and Women Teacher Training Colleges, Ministry of Education, 1978, 14 stencil pages.

Following an introduction on the importance of the directives contained in the Circular regarding the various aspects of activities in men and women teacher training colleges, the Circular laid down detailed regulations in six parts.

Part 1 deals with educational plans and organization. It requires colleges to restrict themselves to the number of students prescribed for the first year in all Governorates and describes the manner in which students are distributed on the various branches. It, further, describes the steps to be taken to insure that school buildings are adequate, that the necessary equipment are provided, that dormitories are well taken care of and that nutritious meals are offered to students. The same part also deals with the payment of bonuses and stipends to encourage teachers and students and provides for the maintenance of an adequate administrative and general service staff for the colleges.

Part 2 deals with curricula and text books, listing them according to school subject.

The third part describes the procedure for admission and transfer of students in teacher training colleges and deals with the system of educational qualification and examination procedures.

Part 4 deals with the concept and methods of technical guidance as applied to the educational process.

The fifth part is concerned with educational experimentation in teacher training colleges.

Part six deals with student associations, parents' councils and the duties of the Senior Social Worker in supervising the annexed primary school and the various social activities.

Teaching Bodies, Status of

83. 'Aref, Mahmoud, "Would Professors Devote All Their Time to Academic Work?", (Hall Yatafarragh Al-Asatizah Lil-'Amal Al-Jami'i?), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8177, (August 30, 1978), p. 12.

After outlining the measures so far taken by the State to ensure that university teaching bodies devote all their time to academic work in their respective universities and showing how this would be instrumental in promoting the educational process, the writer interviewed the Vice-President of Cairo University on this issue.

Comparing full time professors to part timers, the Vice-President said that the former have academic duties not only within the university halls but also outside them. Full time professors are expected to promote student activity and help students find their way through academic books and references, the Vice-President added.

One side problem emerging from the full devotion of university professors to their respective universities is the deprivation of provincial universities from benefitting by the services of such professors through seconding. The writer added that this side problem could be brought under control until a permanent solution is eventually devised.

Concluding his article, the writer said that complete devotion to one academic work would enable professors to undertake scientific research and supervise M.A. and Ph.D. dissertations.

84. El-Nashshar, Mohamed Hamdi, "Structures and Patterns of University Education", (Haikal Wa-Anmaat Al-Ta'leem Al-Jami'i), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), Cairo, 3rd year, Issue No. 3, (July-September 1978), pp. 7-18.

After reviewing the major problems facing university education in Egypt, the writer pointed to the manner in which each problem may be tackled in order to help university education develop and ensure that universities proceed on the right path.

The writer then indicated that universities in Egypt have had no systematic process of development. After enumerating the consequences of such development, the writer stressed the need for providing universities with all means and possibilities after determining the cost criteria averages involved and reconsidering the present policy of admission.

Commenting on the present practice of remunerating faculty members for overtime, the writer said this whole unfair system should be revised.

Other problems discussed in the article deal with the manner in which organizational structures are built, the relations between the university and its various bodies on the one hand and the Government on the other and the organization structure and supervisory practices in the University's various academic units whether in the graduate or in the post-graduate stage.

Dealing with the educational systems and patterns which govern the educational process, the writer described the whole year system as contrasted to semesters and the system of educational stages as contrasted to curricula, showing how each of these systems may be applied in Egyptian universities.

Lastly, the writer dealt with the types of study programs and patterns with which each student should be familiar and explained each type and the specific characteristics thereof.

Indicating the ratio between what a student in each university or faculty actually studies and the sum total of the study programmes, the writer stressed the need for developing such programmes.

University Education, Planning of

85. Embabi, Mohamed, "Map for University Education up to the Year 2000", (Kharitah Lil-Ta'leem Al-Jami'i hatta 'Aam 2000), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1767, (September 16, 1978), p. 9.

A review is made in this article of a report prepared by the National Council of Education and Scientific Research in which a new map was drawn for university education up to the year 2000.

The report contains a comprehensive plan for the distribution of educational services on universities according to specific rules and regulations.

It also contains a proposal for laying down a permanent and sound policy for the establishment of any new university in the future taking into consideration its teaching body, its scientific equipment and its affiliation.

The report dealt as well with the number of universities needed in Egypt up to the year 2000 estimated in proportion to population.

University Education, Problems of

86. El-Sebaei, Labib, "Following a Comprehensive Study on Universities, the Minister of Education Admits ...", (Ba'da Dirasah Shamilah 'an Al-Jami'aat, Wazir Al-Ta'leem Ya'taref), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 335034, (September 2, 1978), p. 3.

The article deals with an interview which the writer made with the Minister of Education about Egyptian universities and their present status, dealing in this respect with the policy and philosophy of admission in Egyptian universities and schools as well as exemptions granted in previous years and a new policy for admitting expatriate students therein and the rules and restrictions which safeguard the academic standard of Egyptian universities.

Another problem brought up dealt with the need to link education to employment opportunities. The Minister assured the writer that university education is being rationalized in this direction and a number of new channels are being opened.

Dealing with the qualitative standard of education, the writer emphasized the need for all university teaching bodies to devote their time fully to

university work. The Minister commented that adequate guarantees and incentives are being provided to reach this result.

The writer brought up the problem of material possibilities in universities which should supplement the human possibilities. In this respect, the Minister explained the steps taken in providing buildings, equipment and capital outlay to consolidate university expansion projects.

Lastly, the writer brought up the problem of provincial universities which are opened before the necessary possibilities are provided. The Minister concurred to conducting an overall study of the conditions of provincial universities to insure that they perform their task properly and efficiently.

University Independence

87. Soliman, 'Abdul 'Aziz, "Universities' Incomplete Independence", (Al-Istiqlaal Al-Naqis fil-Jami'aat), "Al-Gumhouriyah" newspaper, Cairo, 24th year, Issue No. 9011, (August 30, 1978), p. 5.

Following an introduction on the meaning of independence in general and university independence in particular, the writer said that the laws enacted for regulating universities have resulted in checking university independence.

Under these laws, the President of the University has no prerogative to appoint some employees, pay overtime to faculty or transfer a student from one university to another, the writer added.

After saying that this incomplete independence reflects on university performance and results in waste in the educational process, the writer called for giving each university the right to draw up a regulation reflecting its own specific needs and helping it to attain its envisaged goals, adding that this step would result in better performance and far greater progress and would contribute to university independence the contemplated benefits to be reaped therefrom.

GENERAL SECONDARY EDUCATION CERTIFICATE

Gifted Pupils

88. 'Aref, Mahmoud, "Pupils Rating First in General Secondary Examination Results in Ten Years", (Awail Al-Thanawiyyah Al-'Aammah fi 'Ashr Sanawaat), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8147, (July 26, 1978), p. 3.

In this press coverage, the writer attempted to trace samples of students who ranked first in the General Secondary examinations during the last ten years and to find out their whereabouts and whether or not their distinction in secondary examinations has continued through university education.

Causes of distinction are attributable to stability at home and religious values. Private tutoring and whether or not it contributed towards their success were also surveyed by the writer.

As to the present system of examinations and whether it serves the purpose of assessing student abilities, the writer underlined the importance of reform and development of education.

Statistics

89. A.R.E., Ministry of Education, Directorate-General for Statistics and Computer, "Status of Education in the Arab Republic of Egypt as Reflected by Results of the General Certificates Examinations (General Secondary) in 1977/78", (Waqi' Al-Ta'leem fi Jumhuriyyat Misr Al-'Arabiyyah min khilal Natayej Al-Shihadaat Al-'Aammah (Al-Thanawiyyah Al-'Aammah) 1977/78), Cairo, 1978, 29 stencil pages.

This study is primarily concerned with a statistical survey of General Secondary examination results in the academic year 1977/78, covering both sections of education, i.e. the literary and the scientific and both branches of the latter section, i.e. scientific and mathematical.

In an introduction to the study, the first year secondary was figured out as an important year complementary to the years of primary and preparatory levels in which students learn subjects of general cultural interest. The second and third secondary years are described in the survey to be preparatory for entering universities.

Moving to general secondary examinations, the survey said they represent the sole method for assessing student abilities and accomplishments.

Having said that large numbers are sitting for general secondary examinations, the survey mentioned that recent steps have been taken to decentralize these examinations. Examinations are now held and papers are corrected on a decentralized basis in a number of sectors throughout the country. The survey listed the various sectors and enumerated the Governorates belonging to each respective sector.

The survey also mentioned that the scientific section of the general secondary education has been branched into two factions, one dealing with sciences and the other with mathematics. It described the advantages of this branching and showed the extent to which this move has been needed.

The survey then reproduced a large number of statistical tables dealing with General Secondary examinations in the year 1977/78, departmentalized as follows:

- Number of students who sat for the examination. (These students follow the system of Third Year Secondary with its sections of literary and scientific subjects and the latter's branches of sciences and mathematics).

- Results of General Secondary examinations in the literary and scientific sections. (3-year system).

- Results of General Secondary examinations in the literary and scientific sections. (Third year and 3-year system).

- Comparative figures covering the last four years dealing with results of General Secondary examinations in the literary and scientific sections. (Third year system).

- Rate of succeeding students in the literary section according to the different affiliates of schools.

- Rate of succeeding students in both the literary and the scientific sections (with the latter's two branches of sciences and mathematics) in all educational affiliates.

- Rates of succeeding students in the scientific section (each branch separately) in each educational affiliate.

- Rates of succeeding students on country level in each sector in the scientific section (with its two branches).

Percentage of succeeding students in the scientific section divided according to categories of schools (governmental and private subsidized) and according to Educational Directorates.

- Percentage of succeeding students in the literary and scientific sections according to Governorates arranged in a count-down order.

- Comparative rates of succeeding students in each Governorate in relation to 1976/77 figures.

- Rates of succeeding students in each school subject in the scientific section with both its branches (One year system) as compared to 1976/77 rates.

- Distribution of succeeding students according to their total grades in the literary and scientific sections (with the latter's two branches).

- Distribution of succeeding students in the scientific section (with its two branches) according to their total grades and to sectors.

- Percentage of succeeding students per school subject in the literary and scientific sections as compared to figures of previous years.

GIFTED PUPILS

Schools and Classes of

90. Tadros, Halim Farid, "It is High Time to Do Away with the Phenomenon of Gifted Pupils' Classes", (Zahirat Fusul Al-Mutafawwiqeen Jaa Al-Waqt Lil-'Udul 'anha), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33477, (August 7, 1978), p. 7.

Dealing with the phenomenon of seggregating a special class in each school for gifted pupils, the writer said that this system suits societies with aristocratic classes.

After reviewing a number of research on intelligence tests to determine the impact of the family's economic, cultural and social standard and the parent's occupation or profession on pupils, the writer concluded that this seggregation is not based on any sound psychological or social considerations.

He went on to survey the impact of the school, school administration, educational aids and laboratories on student accomplishment, saying that the present system of examinations is not adequate for measuring pupils' abilities or excellence.

Concluding his article, the writer said that age is the only criterion for distributing pupils among classes. A class comprising of pupils belonging to the same age group but differing as to mental abilities intensifies group competition among pupils, insures teachers' psychological and professional tranquillity and helps improve the educational process, the writer added.

91. Youssef, Farid Tadros, "Gifted Pupils' Classes Are no Luxury", (Fusul Al-Mutafawwiqeen Laysat Tarafan), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33494, (August 24, 1978), p. 7.

Refuting the arguments contained in an article on gifted pupils' classes published in "Al-Ahram" of August 7, 1978, the writer explained the elements taken into consideration in admitting pupils in these classes, saying that seggregation of gifted pupils reduces jealousy and unfair competition among pupils, insures that pupils enjoy the principle of equal opportunities and helps fostering future intellectual leaders and university professors.

Concluding his article, the writer pointed out the different considerations which help these pupils excel.

HIGHER EDUCATION

Achievements

92. A.R.E., Ministry of Higher Education, Directorate-General for Planning, Follow-up and Statistics, "Development of Higher Education in the Arab Republic of Egypt during the Last Two Years (1976/77 and 1977/78)", (Tatawwur Al-Ta'leem Al-'Aali fi Jumhuriyyat Misr Al-'Arabiyyah fil-'Aamain Al-Akheerain 1976/77 wa 1977/78), Cairo, 1978, 17 pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in the Republic of Egypt in 1976-78.

Reviewing the development of education in the series of higher and intermediate institutes sponsored by the Ministry of Education, beginning with the technical commercial and industrial institutes, the report described the Ministry's endeavours in developing curricula, providing the necessary equipment and introducing new fields of specialization in each institute.

The report indicated the projects completed for the development of these institutes and the organizations taking part in them.

Statistical tables on the quantitative development of these institutes in 1976/77 and 1977/78 follow. They show the increase in the number of students and members of the teaching bodies.

Moving to the private institutes of higher and intermediate education, the report described their system of education and indicated the development in the number of students of both sexes.

In conclusion, the report described the services respectively extended by the Directorate-General for Health Care and the Administrations of Libraries and Examinations to boys and girls enrolled in these institutes.

INDUSTRIAL EDUCATION

Achievements

93. A.R.E., Ministry of Education, Directorate-General of Industrial Education, "Report on Industrial Education in the Academic Year 1977/78", (Taqreer 'an Al-Ta'leem Al-Sina'i fil-'Aamm Al-Dirasi 1977/78), Cairo, 1978, 6 stencil pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of Education in Egypt in 1977/78.

This report deals with the system of education in industrial schools, whether adopting the 3-year system or following the system of 5-years and describes the categories of students graduating from each of these sections. It also deals with the curricula and their components, the various branches of industrial education and the volume of students, teachers and apprentices in the various fields of technology taught in these schools.

Special attention is given in this report to new achievements within the field of curricula of the new schools opened in 1977/78 and the schools which switched from the 3-year to the 5-year system, being most favoured by the Ministry of Education. Reasons justifying such switching were given.

The report, further, reviewed the curricula, text books, aids and equipment in existing industrial schools and pointed to certain problems encountered and subsequently overcome. It outlined some new projects contemplated for this type of specialized education.

Appendices contained comparative statistics on students, graduates, departments, advance studies and teachers in the 3-year and 5-year system schools in the academic year 1977/78 as compared to the preceding year.

Curricula

94. A.R.E., Ministry of Education, Directorate-General of Industrial Education, "New Developments in the Curricula of Industrial Education", (Al-Jadeed fi Manahij Al-Ta'leem Al-Sina'i), Cairo, 1978, 2 stencil pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of development of Education in Egypt in the academic year 1977/78.

This report deals with industrial schools curricula, whether they belong to the 3-year system or the 5-year system. The curricula are described in their final form for adoption by schools as from the academic year 1978/79.

The report, further, deals with the new curricula, which have been drawn up but await revision and approval by the competent committee before their adoption beginning with the academic year 1979/80.

Text books, used in the 3-year and 5-year system industrial schools, were reported to have been written and edited and some parts were revised.

Problems encountered by the Directorate-General in drawing up curricula and the manner in which they were overcome were, likewise, covered in this report.

Establishment

95. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 147 Dated August 24, 1978 in Connection with the Establishment of an Industrial Secondary School for Girls (Following the 3-Year System) in the Town of Kafr El-Shaikh, Governorate of Kafr El-Shaikh", Cairo, Cabinet of the Minister, Ministry of Education, 1978, 2 stencil pages.

This Resolution comprises five articles.

The first article decrees the establishment of an Industrial Secondary School for Girls in Kafr El-Shaikh and states its name.

Article 2 enumerates the trades taught in the School and made provision for introducing new trades or abolishing existing ones according to the community's needs.

The third article subjected this School to the provisions of Law No. 75 of 1970 governing technical education and all implementing regulations issued thereunder.

Article 4 specifies that education in the School commences in the scholastic year 1978/79.

The last article provides for the publication of the Resolution in the Official Gazette and fixes the date of its implementation.

INSTITUTE OF COOPERATIVE STUDIES

96. El-Sebaei, Labib, "The Institute of Cooperative studies: Premeditated Wrong", (Ma'had Al-Ta'awun ... Wal-Khataa ma' Sabq Al-Israr), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 533, (September 1, 1978), pp. 46-47.

Following a review of the developments undergone by the system of admission in the Institute of Cooperative studies and an appraisal of the Institute's role in raising the standard of public sector and governmental employees who are admitted on local scholarships in the Institute, the writer interviewed the Institute's Dean who expounded the policy of admission in respect of local scholars in 1978/79 and specified the academic qualifications and other condition to be fulfilled in any candidate applying for admission.

In his interview, the Dean described the developments undergone by the Institute since the late 1950s when study was for a duration of only one year increased to two in 1961. Here, he mentioned that the Egyptian Society of Cooperative Studies is endeavouring to secure an extension of the duration of study to four years at the end of which graduates receive a B.A. degree.

In his same interview, the Dean reviewed the efforts exerted to ensure that graduates of the Institute have post-graduate opportunities. He named the institutes and faculties which admit graduates to follow higher studies in them.

In conclusion, the Dean related the various aspects of welfare extended to students in social, health and athletic fields.

LANGUAGE SCHOOLS

97. Barsum, Karam Habib, "Fifty Nursery Classes in Language Schools", (Hawla Fusul Al-Hadanah Al-Khamseen Lil-Lughaat), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8178, (August 31, 1978), p. 5.

After reviewing the arguments advanced by those who oppose the establishment of fifty nursery classes in foreign language schools and relating the justifications invoked in defence of their position, the writer stressed the importance of foreign languages saying that any endeavour to consolidate Egypt's relations with the outside world depends on mastery of foreign languages.

The writer went on to say that education is an investment process. He added that those who advocate proceeding with these classes as an experiment should know that enrollment is destined to be very low in comparison with the number of pupils admitted in governmental and private schools each year. He mentioned, in this connection, the extent of success achieved by the similar nurseries now run by foreign communities in Egypt and by the foreign language sections in Egyptian universities.

Emphasizing the necessity for developing education and linking it to the needs of the society and the environment, the writer expressed his view of the issue and the manner of assessing its success.

LAWS AND LEGISLATIONS

See: 14, 15, 16, 44, 81, 82, 95, 100, 101, 117, 118, 121, 126, 134.

MATHEMATICS

Achievements

98. A.R.E., Ministry of Education, Office of the Mathematics Adviser, "New Developments Occurring in Mathematics in the Academic Year 1977/1978", (Al-Jadeed allazi Taraa 'ala Al-Riadiyyaat fil-'Aamm Al-Dirasi 1977/78), Cairo, 1978, 2 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in Egypt in the academic year 1977/78.

This report is mainly concerned with the new developments in the field of mathematics in primary and preparatory schools and the problems resulting from the shortage in mathematics inspectors. The report, further, indicated the inability of schools to cope with the new requirements caused by the introduction of modern mathematics, saying that intensive training programmes were organized to help overcome this problem. Details about the programmes, their duration, participating trainees and instructors were also given.

As regards secondary schools, the report concentrated on the problems faced by mathematics inspectors in remote areas, showing how these difficulties were overcome.

The report concluded with a review of the new developments in mathematics teaching in industrial schools and teacher training colleges.

Modern Mathematics, Teaching of

99. Ya'qub, Kamal Riad, "Modern Mathematics Teaching: A Failure or Success", (Tadrees Al-Riyadiyyat Al-Hadeethah bayn Al-Fashal Wal-Najah), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8154, (August 3, 1978), p. 5.

This article deals with the introduction of modern mathematics in secondary and preparatory stages, the developments undergone in teaching this subject and the problems arising in this respect, mainly the problem of widespread private tutoring.

In expounding his views, the writer said that teachers of modern mathematics in secondary schools are not doing a proper job, mainly because of the inadequacy of the text books in use. He added that the Arab League Organization of Education, Sciences and Culture (ALESCO) has prepared an excellent text book for modern mathematics which is expected to be used in secondary schools as from the scholastic year 1978/79.

Moving to the preparatory stage, the writer said that modern mathematics teaching has been successful, principally because the text book in use is extremely adequate. Very little private tutoring is occasioned in the preparatory stage, thanks to the efficiency of teachers and text books.

Concluding his article, the writer emphasized that mathematic curricula in the primary stage should be left intact, while in the preparatory stage, teaching of modern mathematics should be expanded.

MINISTRY OF EDUCATION

Directorates

100. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 168 Dated September 26, 1978 in Connection with the Creation of the General Administration for the Affairs of Educational Directorates", Cabinet of the Minister, Ministry of Education, 1978, 4 stencil pages.

The first of the five articles, contained in this Resolution, announces the creation of a new General Administration for dealing with Educational Directorates' affairs in the various Egyptian Governorates and determines its affiliation.

Article 2 describes the organizational set-up of this General Administration which is divided into three Sub-Administrations and a Secretariat. The Article also specifies the various Governorates and Sectors reporting to each respective Sub-Administrations.

The third article defines the functions and powers assigned to the General Administration which include general and field follow-up of the various activities of the Educational Directorates in Governorates, follow-up of the implementation of any resolutions issued by the Ministry of Education, study of the difficulties encountered by Educational Administrations and Directorates, follow-up of any orders, issued by the provincial or executive councils of the different Governorates and preparation of reports on any field visit paid to any Educational Province.

Article 4 indicates the staff requirements for the new Directorate-General, while the fifth and last article deals with the implementation of this Resolution, the date of its enforcement and the penalties prescribed for any violation thereof.

Organization

101. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 138 Dated August 13, 1978 in Connection with the Powers and Functions of the Ministry of Education's Central Agencies", Cairo, Cabinet of the Minister, Ministry of Education, 1978. 69 stencil pages.

This Resolution comprises three main articles and an annex.

In determining the powers and functions of the Ministry of Education's Central Agencies, Article 1 made reference to the appended Annex.

The second article authorizes the Undersecretaries of the Ministry, each within the competence of the Sectors assigned thereto, to delegate the powers and functions vested in their respective Sectors to the various Directorates, Divisions and Units.

Article 3 provides for the implementation of the Resolutions and fixes the date for its enforcement.

The appended Annex lists the Higher Councils presided over by the Minister of Education, explains the manner in which they are constituted and describes the functions of each.

It further mentions the branch offices into which the Minister's Cabinet is divided, giving the functions of each.

The Annex lists the Directorates-General and Directorates reporting to the Deputy Minister as well as the functions of each. It also describes the functions of the Ministry's Advisers for each school subject.

The Annex specifies the various Directorates-General and Sub-Directorates within each of the Sectors of Primary Education, Preparatory and Secondary Education, Technical Education, Educational Services, Central Services and Administrative Development and the Secretariat-General. It relates as well the functions of each of the said General Administration and Sub-Administrations.

102. A.R.E. Ministry of Education, Cabinet of the Minister, "Organizational Set-up of the Ministry of Education", (Al-Haikal Al-Tanzimi Li-Diwan 'Aamm Wizarat Al-Tarbiyah Wal-Ta'leem), Cairo, 1978. 162 pages.

This document contains four Ministerial Resolutions, defining the organizational structure and set-up of the Ministry of Education's Central Offices and Agencies with a view to compiling all relevant Resolutions in one readily-available document.

Resolutions contained are:

Resolution No. 70 of April 1, 1978[1] dealing with the organizational structure of the Ministry of Education's Central Offices;

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(1) See: Selected Bibliography of Egyptian Educational Materials, Vol. 4, No. 2, 1978, pp. 52-53.

Resolution No. 138 of August 13, 1979[1] specifying the powers and functions of the Ministry's Central Agencies;

Resolution No. 35 of February 1, 1978[2] defining the job classifications of the Ministry's Central Agencies; and lastly,

Resolution No. 168 of September 26, 1978[3] creating a General Administration for the Affairs of Educational Directorates.

MUSICAL EDUCATION

Development of

103. A.R.E., Ministry of Education, Office of the Adviser for Theatrical and Musical Education, "Musical Education and its Development in the School Year 1977/78", (Al-Tarbiyah Al-Mousiqiyyah wa ma Taraa 'alaiha fil-'Aamm Al-Dirasi 1977/78), Cairo, 1978, 2 typewritten pages.

- Report submitted to the Center of Educational Documentation for the preparation of the annual report on the development of education during 1977/78.

This report deals with the new developments in the curricula of musical education in all educational stages. It describes the new methods adopted in men and women teacher training colleges and the educational aids developed for use in musical education.

In reviewing the new developments in musical education, the report mentioned that musical text books have been edited to keep pace with the developed programmes and that a new guide for teachers and students has been put out for use in teacher training colleges.

Other subjects dealt with in the report include the steps taken in the fields of inspection and supervision in matters dealing with musical education and also the problems encountered by the Ministry and the trends adopted for overcoming such problems, mainly the problem of shortage in musical instructors.

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(1) See present Volume 4, No. 3.
(2) See: Selected Bibliography, Vol. 4, No. 1, 1978, p. 54.
(3) See present Volume 4, No. 3.

Teaching Methods

104. Sabri, Hoda, "Group Musical Playing; Latest Method of Teaching Music", (Al-'Azf Al-Jima'i; Ahdath Asaleeb Al-Tarbiyah Al-Musiqiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33445, (July 6, 1978), p. 13.

In this article, the writer related her own experience with musical teaching to a group of children and described the methods used in this respect.

She explained the advantages of teaching music through play, through groups of musical players and through generating healthy competition among children. Pointing to the method used in correcting musical errors, the writer mentioned that development of a sense of criticism is most effective. She described, as well, the methods used in issuing instructions to musical classes and explained the ideal method which would insure favourable response on the part of collective musical classes.

After indicating the function of group musical playing in developing a spirit of group collaboration among the children, the writer suggested methods which teachers of music were recommended to use in the primary stage.

Concluding her article, the writer said that musical education should be compulsory in the primary stage and optional in the preparatory stage. She then gave the justifications for such reasoning.

NEW ACADEMIC YEAR

Directives

105. 'Abdul Kader, Mohamed Zaki, "From the Beginning of the Academic Year", (Min Awwal Al-'Aamm Al-Dirasi), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1769, (September 30, 1978), p. 8.

In his daily column, the writer addressed a heart-to-heart talk to pupils in the various stages of education on the eve of the new academic year, pointing to the role expected from each one of them and underlining the importance of youth to the Motherland.

The writer went on to give his advice to pupils on the proper modes of life they should lead inside and outside schools, emphasizing the need for discipline, good character and virtues. In our present world, there

is need to develop a will-to-power in young men, the writer said, adding that our present era is different from all previous eras. Vital requirements for driving the wheel of progress consist of science, knowledge and ability to create and produce, the writer added.

Addressing teachers, supervisors and educators, the writer highlighted their duty towards themselves, their pupils and their motherland, showing the ideal way of performing such duty.

Preparation

106. Muwafi, Yusri, "Urgent Problems in Need of Fair Solutions!", (Mashakil 'Aajilah fin-Tizar Hulul 'Adelah!), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33527, (September 23, 1978), p. 3.

Problems incidental to the commencement of the new academic year and the manner in which they were handled are explained in this article.

Foremost of these problems are: delivery of text books sufficiently in advance of the opening of the school year, annual repairs and renovations in school buildings, provision of the necessary equipment, preparation of timetables and class lists, completion of all administrative matters, provision of meals in rural schools and men and women teacher training schools and maintenance of a quiet atmosphere which would help pupils concentrate and study.

The writer underlined some other problems of a special nature such as the complaint of one headmaster that his school had no classes for modern mathematics or the complaint of another headmaster of the inadequacy of classes and the need to build new ones with self-financing and similar other problems.

107. Zayed, Mohamed, "From the Minister of Education to Eight Million Pupils in 14,000 Schools", (Min Wazir Al-Ta'leem ila 8 Malayeen Tilmeez fi 14,000 Madrasah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33530, (September 29, 1978), p. 9.

After reviewing the message addressed by the Minister of Education to pupils on the occasion of the commencement of the new school year, the writer described the endeavours on the part of the State for developing and modernizing all educational inputs and indicated the steps taken for

the preparation, training and raising the standard of teachers, for developing curricula in all classes and for putting out new text books written by experts.

The writer underlined the Minister's reference in his message to the quantitative development of schools, the services extended by the Ministry throughout the country and the steps taken in the direction of the one-class school.

Concluding, the writer highlighted the hope expressed by the Minister that Egyptians should insist on the right to education granted by the State and should perform their duty in building themselves and their new society.

108. Zayed, Mohamed, "What Did We Prepare to Check Problems of the Academic Year?", (Wa-Maza A'dadna Lil-Hadd min Mushkilaat Al-'Aamm Al-Dirasi), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33530, (September 29, 1978), p. 9.

This article contains answers to four questions posed by the writer to the responsible officials of the Ministry of Education on major educational issues.

The first issue deals with the raising of funds in schools and the new regulations governing this practice.

The second issue is concerned with text books and teachers' guides. Officials gave the number of books actually printed and distributed among pupils in all levels of education. Regarding teachers' guides, they explained why some teachers were late in receiving their copies.

The third issue deals with the availability of teachers and the shortage in some categories of them. Ministry's officials explained the efforts exerted and incentives extended to encourage graduates of faculties of education, teachers, sciences, art and Dar Al-'Ulum to work in the teaching profession.

The fourth issue is concerned with school buildings and the step taken to repair old buildings. Officials stated that a report has been prepared on the building condition of each school, the over-all renovation required and the self-financing measures taken in each Governorate.

NURSERIES

Language Education

109. El-Shazli, Farouk, "Foreign Language Nurseries Annexed to Schools", (Dur Hadanah Lil-Lughaat Tulhaq Bil-Madares), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8141, (July 19, 1978), p. 7.

In this article, the writer explained the new resolution issued by which Educational Zones were authorized to select primary schools and order annexation of nurseries to them as a facility to parents wishing to send their children to nurseries where they learn a foreign language.

The writer stated the conditions for enrollment in these nursery classes and the method of teaching applied to them.

After giving a historical account of nurseries and describing the problems faced by language schools in admitting pupils, the writer explained their conditions of admission and supplemental tuition fees which gave rise to complaints on the part of parents. He then explained how these and similar problems may be faced.

Teaching Methods

110. Abu Kabshah, Mohamed, "Nurseries and Egyptian Child Care Specialized Programmes", (Dur Hadanah Wa-Baramij Mutakhassisah Lil-'Inayah Bil-Tifl Al-Misri), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9024, (September 12, 1978), p. 6.

Following a review of the Cairo Regional Childhood Council's recommendations on expanding nursery houses to governmental housing regions after their successful experiment in some regions, the writer listed the principles laid down by the Council's competent committee to be observed in the establishment of nurseries.

These principles cover the financing of nurseries, child health and social care, children radio and T.V. programmes and the manner in which public personalities known for their interest in children may be implicated in children's programmes.

Concluding his article, the writer pointed to some specialized programmes and studies on children and showed how good use could be made of their results.

PASSIVE DISTINCTION

Component

111. Hanna, Sinot, "Theory of Passive Distinction; When will We Put an End to it?", (Nazariyyat Al-Tafawwuq Al-Salbi; Mata Naqdi 'alaiha?), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8993, (August 12, 1978), p. 5.

Following an introduction on the theory of passive distinction and how it reflects on national production and on the standard of living, the writer said that this theory could be undermined by enhancing rigorous specialization, encouraging serious competition among workers in the same field and ensuring freedom of the press.

Educators and scientists should remain in universities, laboratories and libraries and keep away from administrative jobs, the writer added.

In the opinion of the writer, research and training stipends and scholarships should be restricted to academicians actively engaged in their respective fields of specialization. By so doing, the theory of passive distinction would be undermined and the standard of science and scientists in Egypt would be raised.

PHYSICAL EDUCATION

Achievements

112. A.R.E., Directorate-General for Physical and Military Education, "Annual Report for 1977/78", (Al-Taqreer Al-Sanawi 1977/78), Cairo, 1978, 9 stencil pages.

Following a review of the aims sought by the Ministry, the report described the physical education plans envisaged for boys and girls and the other activities organized by the Directorate-General such as championship contests, group and individual sports and tournaments.

In its section on research and projects, the report reviewed the new developments in this field as well as the projected budget for the Directorate-General. It also reviewed the projects envisaged for the local training centers in each of the three stages of education and the plans laid down for developing trainers of both sexes for these local centers.

Dealing with the new project for creating special departments in the three stages of education, the report explained their aims and the manner in which these special departments would operate in order to organize contests, festivals and parades, pointing, as well, to the number of participants in each educational stage.

In conclusion, the report dealt with boy scouts camps, camps set up for training leaders and training centers, describing the programmes and activities in which they are engaged and making an evaluation of each of them.

PREPARATORY EDUCATION CERTIFICATE

Statistics

113. A.R.E., Ministry of Education, Directorate-General for Statistics and Computer, "Status of Education in the Arab Republic of Egypt as Reflected by the Results of General Certificate Examinations: Preparatory Certificate in 1977/78", (Waqi' Al-Ta'leem fi Jumhuriyyat Misr Al-'Arabiyyah min Khilal Natayej Al-Shihadaat Al-'Aammah; Al-Shihadah Al-I'dadiyyah 1977/78), Cairo, 1978, 13 stencil pages.

In an introduction to this study it was stated that the year 1953/54 marks the beginning of preparatory education in Egypt.

A comparison was made between the number of pupils enrolled in preparatory education in 1953/54 and those enrolled in 1977/78 as well as the percentage of increase recorded during this period.

Then follows a number of statistical tables, pointing out the pupils of both sexes enrolled in the preparatory stage and sitting for and succeeding in the Preparatory Certificate examination in 1977/78.

These tables are as follows:

- Number of pupils of both sexes enrolled in the preparatory stage in 1977/78.

- Number of pupils sitting for and succeeding in the Preparatory Certificate examination in 1977/78.

- Results of Preparatory Certificate examinations in the last five years (1973/74-1977/78).

- Aggregate results of the Preparatory Certificate examination in 1977/78.

- Educational Directorates arranged in a count down order according to their respective percentages of success in the Preparatory Certificate examination.

- Development of the percentages of succeeding pupils in Preparatory Certificate examinations in all Governorates in the last five years (1973/74-1977/78).

- Governorates recording in 1977/78 higher percentages of success than in 1976/77.

Governorates recording in 1977/78 lower percentages of success than the preceding year.

PREPARATORY SCHOOLS

Development

114. A.R.E., Ministry of Education, General Administration of Preparatory Education, "Report on the New Services and other Aspects of Activities Occasioned in Preparatory Education", (Taqreer bi-shaan ma Istijadda min Al-Khadamaat wa Nawahi Al-Nashaat fil-Ta'leem Al-I'dadi), Cairo, 1978, 10 stencil pages.

- Report submitted to the Center of Educational Documentation for the preparation of the annual report on the development of education in Egypt in the Scholastic Year 1977/78.

This report is divided into two parts.

The first part deals with the new developments in the fields of services and other aspects of activity in preparatory schools in matters pertaining text books and curricula.

This part begins with a talk on basic education, its system and aims and recounts the reasons justifying the adoption of such system. It reviews the number of schools and kinds of curricula approved for such education by the Ministry and mentions the bodies contributing towards equipping schools with practical instruments. It, further, reviewed the training undertaken for the purpose of guidance and uplifting the standard of performance, mentioning the categories responsible for such training.

Text books written for these schools are also reviewed in this section with an indication of the extent to which they correspond to the newly-developed curricula, apart from some other books which have undergone simple revision for emphasizing their practical aspect.

In this part, the report also deals with the steps taken by the Ministry in teaching modern mathematics and mentions the determining factors in selecting schools assigned to teach this developed course of mathematics. Reference is also made to comprehensive schools and the progress made in building and equipping them, with special mention of the bodies assisting in consolidating such schools.

The second part of the report deals with the new developments in the field of school planning and organization. Following a review of the general structure, system and educational plans of preparatory education, the report describes the experiment being undertaken in Nasr City where a new comprehensive 8-year school is being operated.

The report, further, deals with new legislations, school administration and the status of admission in preparatory schools.

In this part, a review is also made of some problems occasioned in preparatory education and the solutions devised therefor. It mentions in this respect the problem of school buildings and the steps taken to ease the pressure of the steadily increasing number of students on schools and classrooms.

Discussing school libraries, the report related the reasons for which libraries are denied their independence. It suggested some solutions for the problems encountered.

Lastly, a review is made of the obstacles met in this stage in extra-curricular activities and how the Directorate-General contemplates overcoming them.

Referring to service classes, the report described their inadequacies and pointed to the steps expected from the Ministry to enable them to perform their anticipated task.

One last point dealt with in the report is the shortage in teaching bodies and the steps required for offsetting this problem.

Students' Admission

115. Embabi, Mohamed, "A Place for My Son in Any School!", (Makaan Li-Ibni fi Ayy Madrasah!), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1759, (July 22, 1978), p. 4.

After reviewing the rules and conditions governing admission of holders of the Primary Education Certificate in preparatory schools, the writer mentioned four problems which hinder admission, namely: the pupil's address and whether his house is geographically located within the school's territorial domain, the total grades obtained by the pupil, the age on the date of entrance and the availability of places.

The writer interviewed parents, school headmasters and officials of the Ministry of Education on how to solve the problem of the huge pile of application forms submitted by new eligible pupils.

Concluding his article, he referred to a number of other factors which are taken into consideration before a pupil is admitted in a preparatory school.

PRIMARY EDUCATION

Statistics

116. El-Sharouni, Sabet, "Statistical Study of the Distribution of Educational Services in the Primary Stage of Education in the Arab Republic of Egypt", (Dirasah Ihsaiyyah Li-Tawzi' Al-Khadamaat Al-Ta'limiyyah Bil-Marhalah Al-Ibtidaiyyah Bi-Jumhuriyyat Misr Al-'Arabiyyah), by Sabet El-Sharouni et al, Cairo, 'Ain Shams University, 1978, 9 pages.

Following an introduction on the importance of the educational services extended by the State to the people and a review of the contributions made by the private sector to educational services in primary, preparatory, general secondary and commercial secondary education, the writer reviewed the aims of his statistical survey and explained the statistical method employed for reaching his results.

Results obtained from the survey show the extent of inadequacy of educational services in the Governorates of Upper Egypt, the higher rate of educational services in urban as contrasted to rural sectors, the extent of backwardness of woman education, the excessive backwardness of woman education in rural regions. The proximity of educational services

to males in rural and urban sectors and the higher rate of services for women in urban than rural sectors.

Nine tables are appended to the survey, indicating the distribution of educational services by Governorate, urban environment, sex, sex in both urban and rural regions and sex and environment combined. Other tables show the ratio of pupils to population in the different Governorates in 1976/77 and the ratio of primary pupils in rural and urban sectors to the population in both sectors in the same year.

PRIMARY SCHOOLS

Headmasters, Duties of

117. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 41 of August 7, 1978 in Connection with Performance of Teaching Assignments by Primary School Headmasters", Cairo, Cabinet of the First Under-Secretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1978, 1 stencil page.

After underlining the need for benefitting from the experience of primary school headmasters in teaching duties and showing how such duties keep them in direct contact with the educational process and qualify them for promotion to higher technical jobs, the Circular specified the number of weekly periods which might be assigned to headmasters of schools with less than ten classes and those assigned in the case the school has more than ten classes.

The Circular, further, explained the headmaster's role in determining the class and the subject taught by him.

In conclusion, the Circular explained the steps to be taken in implementing its provisions.

New School Year

118. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 54 of September 7, 1978 in Connection with the Preparations for the New School Year 1978/79 in Primary Schools", Cairo, Office of the First Under secretary of the Ministry of Education for Primary Education and Teacher Training Colleges, 1978, 54 stencil pages.

In an introductory note, the Circular underlined the importance of conducting field surveys and sounding out the opinion of those actually engaged in curricula compilation and educational planning before preparing any Circular on education. This was actually done before the present Circular was prepared and divided in eight parts.

Part 1 deals with the absorption of pupils in schools in the school years 1977/78 and 1978/79 and with pupils' rate of success in primary certificate examination and in annual examinations between 1974/75 and 1976/77.

The second part deals with the elements involved in the educational process, with special emphasis on school buildings, equipment, system of admission, budgetary appropriations, distribution of classes, study plans, curricula, text books, educational activities, local follow-up, technical guidance, evaluation and school uniform.

Part 3 deals with the manner in which academically-retarded pupils are attended to.

Aims and functions of basic education are set forth in Part 4.

Part 5 deals with discipline in the one- and 2-class schools as well as conditions of enrollment in these schools and the manner in which they are linked to the respective parent school.

The sixth part is devoted to nurseries and kindergarten. It underlines the importance of these schools, specified the procedure of admission to be followed in them and explains the teachers' duties towards assisting the child in developing bodily, socially, psychologically and mentally in one integrative process.

Part 7 deals with the centres of complementary studies intended to avail students finishing primary education of having further studies. The Circular sets the conditions of admission in these centres and describes their educational system and plans.

The eighth part assembles the major Ministerial Resolutions and Circulars which govern work in primary education.

Statistics - Dropouts

119. A.R.E., Ministry of Education, Directorate-General of Nutrition, "Statistical Survey on the Absence, Dropout and Discontinuation of Pupils in Primary Schools", (Dirasah Ihsaiyyah Lil-Ghiyab Wal-Tasarrub Wal-Inqitaa bayna Talameez Al-Madares Al-Ibtidaiyyah), Cairo, 1978, 46 pages.

The survey began with an introduction explaining its general and specific aims and pointing to the impact school meals have on attendance in primary schools.

After describing the sample used in the survey and the elements taken into consideration in selecting such sample, the survey explained briefly the steps taken to conduct this survey, described the tools used and defined the terms occurring in the survey, such as dropout and discontinuation, giving the meaning of each.

Results and statistical data obtained were subjected to analysis and evaluation. Percentages of attendance of the specimens individuals during the specified period of the survey were worked out.

Following a study on the significance of the results obtained in determining the role played by nutrition in attendance versus absence, the survey suggested that the system of serving school meals should be expanded tc cover the whole country.

Statistics - Educational Waste

120. Ismail, Sa'id 'Abdul Maqsoud Mohamed, "A Statistical and Economic Survey of the Problem of Educational Waste in Egyptian Primary Schools", (Dirasah Ihsaiyyah Iqtisadiyyah Li-Mushkilat Al-Faqed Al-Ta'leemi fil-Madares Al-Ibtidaiyyah Al-Misriyyah), Cairo, Institute of Statistical Research and Studies, Cairo University, 1978, 192 pages.

- Dissertation submitted to the Department of Vital and Demographic Statistics of the Institute of Statistical Research and Studies, Cairo University for obtaining the degree of M.A. in Statistics.

This dissertation consists of five chapters, the first of which presents a review of previous surveys on the same subject made both in Egypt and abroad between 1958 and 1977. An analysis and critical study of these surveys is made.

Chapter 2 discusses the different methods for estimating waste in education (caused by repetition and dropout).

In Chapter 3, the writer explained the Kamat method for estimating educational waste and demonstrated how this method was adapted to suit the nature of the Egyptian system of education. He also indicated how this method was applied to a sample selected from among the primary schools of Giza Governorate.

The fourth chapter introduces two methods for estimating waste, both of which were applied to the sample of Giza Governorate as well as another sample representing all Egyptian Governorates.

Chapter 5 deals with the economic consequences of educational waste. Here, a statistical analysis is made of the phenomenon of repetition in primary education in all Governorates and a review is made of the findings obtained from this study conducted in rural schools, urban schools and governmental schools, particularly girls schools. He also linked the phenomenon of drop out to that of repetition.

This chapter ends with the conclusions reached by the writer to the effect that the problem of waste in villages needs immediate tackling, the system of terms, especially night terms, should be abolished, school meals in primary education, compulsory education should be extended to include the preparatory stage and more emphasis should be placed on quality rather than quantity in education.

A list of Arabic and foreign reference books is given at the end of the dissertation.

Teachers, Conditions of

121. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 52 of August 22, 1978 in Connection with Banning Non-holders of the Educational Qualifications Required for Primary Schools from Teaching in such Schools", Cairo, Cabinet of the First Under Secretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1978, 1 stencil page.

Following an introductory note on the extent of interest shown by the Ministry of Education in promoting primary education and ensuring the qualified elements teach in primary schools, the Circular cited categories of teachers assigned by some Educational Directorates to teach in these schools, showing that their low standard reflects on the standard of

performance and runs contrary to the Resolution adopted by the Council of Under Secretaries on July 16, 1977.

The Circular emphasized that no teachers might be appointed, transferred or seconded to primary schools until they have first obtained the necessary educational qualification.

In conclusion, the Circular described the Educational Directorates' role in implementing this regulation.

PRIVATE EDUCATION

Problems

122. El-Menshawi, Nahed, "Private Schools", (Al-Madares Al-Khassah), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9028, (September 16, 1978), p. 9.

Following a historical synopsis on the development of private education and the laws governing it since 1934 and up to 1978, the writer mentioned that some gaps were encountered in these laws reflecting on the status of private schools, but were treated in 1958 when an amended law was issued. The new law, the writer added, defines the financial relation between the pupil and the school, imposes certain controls on school conduct and determines the relation between private schools and the Ministry of Education.

Dealing with tuition fees, the writer explained that their value vary from one school to another. Here, she quoted the views made by parents.

The writer dealt with the standard of education, teaching methods and the manner in which teachers are selected in private schools. After describing the prerequisites in teachers, she talked on the training they receive and suggested that material and moral incentives should be accorded to them to encourage them in performing their task.

Lastly, the writer reviewed some complaints on the part of parents, pupils and teachers, recommending practical solutions for them.

PRIVATE TUTORING

Problems

123. El-Roubi, 'Abdul Razek Soliman, "These Are the Dangers of Private Tutoring", (Hazihi Hiya Akhtaar Al-Durus Al-Khususiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33443, (July 4, 1978), p. 13.

Dealing with the problem of private tutoring and the causes for its widespread practice, the writer blamed the present system of examinations for such phenomenon, adding that it constitutes a financial strain on the toiling family.

Turning to some of the serious consequences of private tutoring afflicting pupils, the writer said pupils become dependent, dull and unable to develop or become creative. It also leads to the so-called intellectual luxury.

Drawing a comparison between private tutoring and teaching in a classroom, he said that in a classroom, there is a constant interchange between the teacher and pupils, which is not the fact in private tutoring.

In the opinion of the writer, private tutoring prejudices the method of learning and the spirit of research and independent thinking in that pupils are given abridged and concentrated forms of knowledge which paralyse their power to think and move freely towards acquiring more knowledge.

In conclusion, the writer gave his opinion in the issue of private tutoring and explained the justifications thereof.

RELIGIOUS EDUCATION

Curricula

124. El-Sharkawi, 'Abdul Rahman, "Religious Education, Basic Subject in School Curricula", (Al-Ta'leem Al-Dini Maddah Asasiyyah fi Manahij Al-Ta'leem), "Al-Akhbar" newspaper, Cairo, 27th year, Issue No. 8146, (July 25, 1978), p. 7.

In this press coverage, the writer reported a decision adopted by the Islamic Doctrine Committee of the Supreme Council of Arts, Literature and Social Sciences whereby religion would become a basic subject in educational curricula. The writer emphasized that the teaching of religion in schools

would inculcate religious values and morals in pupils and encourage them to behave as good Muslims in the society.

The writer also reviewed the other decisions taken by the Committee for cementing relations between Islamic thinkers in Egypt and in the Islamic World.

RESEARCH CENTERS

Directories

125. Center of Information and Documentation, "Directory of Research Centers, Councils, Institutes and Societies in the Arab Republic of Egypt", (Dalil Marakez Wa-Majalis Wa-Ma'ahed Wa-Jam'iyyaat Al-Buhuth fi Jumhuriyyat Misr Al-'Arabiyyah), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), 3rd year, Issue No. 3, (July-September 1978), pp. 87-95.

In an introduction to this Directory, it was stated that, it is intended to serve as a guide to the various research centers in Egypt with a view to coordinating activities with them and benefitting from their respective services in rationalizing business activities, production and research work at all locations.

All research centers in Egyptian universities are listed in this Directory together with the functions and spheres of interest of each.

Talking about the Academy of Scientific Research, the Directory listed all centers affiliated to it and all councils and scientific committees branching from the Academy's Board. These councils and committees are entrusted with the preparation of well-studied programmes on specific subjects dealing with publicity, educational aids and cultural relations.

Research centers annexed to different Ministries, governmental agencies, production enterprises and scientific societies are also listed in the Directory.

For the sake of comprehensiveness, the Directory listed as well the regional and international research centers.

SCHOOL ADMINISTRATION AND ORGANIZATION

School Library Fees

126. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 39 of July 18, 1978 in Connection with School Library Fees and Expenses Defrayed therefrom", Cairo, Secretariat-General of the Social Service Fee Proceeds Fund, Ministry of Education, 1978, one stencil page.

Following a review of a number of inquiries received from the various Directorates of Education on the possibility of utilizing portion of school library fees allocations in each Directorate in enriching school libraries, the Circular specified the conditions governing defrayal of such expenses from library fees. It, further, mentioned the conditions for purchasing students' prizes from the allocation of library fees proceeds in each Directorate.

SCHOOL JOURNALISM

Achievements

127. A.R.E., Ministry of Education, Administration of School Journalism, "Report on School Journalism in 1977/78", (Taqreer 'an Al-Sahafah Al-Madrasiyyah Li-'Aamm 1977/78), Cairo, 1978, 4 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in 1977/78.

At the beginning of the report, a review was made of the journalism training programmes conducted in military secondary schools, their aims, the categories of students who attended them and the press experts who took part in their preparations.

Dealing with the press activities in which different Educational Directorates and Administrations took part, the report described the various press exhibitions and contests and the topics on which they focused, showing how these topics occupying public attention were expounded.

Then followed a review of the role of school journalism in developing Student Association Councils and in coordinating the relationships between the different Councils.

On the subject of new projects dealing with school journalism, the report described the steps taken for promoting children's journalism activities in primary and preparatory stages and described, as well, the journalistic panels held on the occasion of the Child's Year, explaining the aim of each panel.

SCHOOL SCHEDULES

Schools and Universities - Organization

128. Mahmoud, Hafez, "Schedule of Schools and Universities", (Mawa'eed Al-Dirasah fil-Madares Wal-Jami'aat), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9030, (September 18, 1978), p. 5.

The writer began his article saying that the present schedule of schools and universities requires radical change. He called for changing the dates of entrance, mid-year and end-of-year examinations and summer holidays whether for students or for the educational and administrative staff. The new schedules, he added, would take into consideration the physical and weather conditions in Egypt.

He suggested new dates which would help students organize their time better, both in their institutions and at home.

Concluding his article, the writer said that proper social services should be extended to students, including transportation facilities, to create a favourable psychological atmosphere in which students can concentrate on their studies.

SCHOOL YEAR

Organization

129. 'Abdul Razek, Sumayyah, "Your Son Spends One Half of the Year's Months at Home", (Ibnik Yaqdi Nisf Shuhur Al-Sanah fil-Bait), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 9033, (September 21, 1978), p. 8.

Dealing with the duration of school year in Egypt, the writer indicated how this factor influences educational accomplishment and described the practice of teachers in trying to wind up curricula hurriedly before the school year comes to an end.

Commenting on the relation between school year duration and the present system of examinations, the writer said the latter system should be changed, such being a prerequisite for any educational reform in Egypt.

The writer went on to say the school should help students acquire experience and knowledge and develop their personalities emotionally and culturally. It should also help them retain such knowledge and experience.

Commenting on the long summer holidays in Egypt, the writer proposed a programme involving different types of activities, saying that maximum use in all respects should be made of these holidays.

SCIENCE

Development Means

130. Mansour, Kamel, "Education and the Scientific Spirit", (Al-Ta'leem Wal-Ruh Al-'Ilmiyyah), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), Cairo, 3rd year, Issue No. 3, (July-September 1978), pp. 21-28.

Beginning his article, the writer said that in all its sectors, the Egyptian society is in dire need for the scientific method of thinking, adding that comprehension of scientific spirit is most vital to the country. Educators are responsible for preparing the proper atmosphere for receiving sciences at an early age, the writer said.

Describing the features and characteristics of science, the writer said that science is endless, its theories have enriched human life and its nature is united and integrated.

Moving to the features and characteristics of knowledge, he related some of his readings and some of the experience gained from conferences, saying that knowledge stresses the importance of science to the society and asserts that the country's national existence requires a scientific and cultural atmosphere, a thorough study and comprehension of scientific work.

The writer went on to answer the following questions: From what elements does science consist? How do scientists work? How does science influence a student's comprehension and independent judgement? He then added that science calls for exerting every effort and moving in all freedom to discover truth.

Concluding his article, the writer described how scientific traditions and spirit may be created among students and how their mentality may be so developed as to acquire the scientific approach. Educators are responsible for attaining this result, the writer concluded.

SCIENCES AND MATHEMATICS

Development

131. A.R.E., 'Ain Shams University, Science Teaching Development Center, "Center's Working Plan during the Academic Year 1978/79", (Khuttat 'Amal Al-Markaz khilal Al-'Aamm Al-Jami'i 1978/79), Cairo, 1978, 10 stencil pages.

After explaining the general framework of the Science Teaching Development Center's working plan, the document reviewed the Center's aims, basic functions and accomplishments.

Some accomplishments enumerated by the document include development of science and mathematics curricula, training the necessary technical backbone staff, organizing programmes for the spread of scientific culture and preparation of a scientific portfolio with the assistance of Science Clubs. The document described the scientific portfolio, enumerated the subjects contained in it and indicated the aims it serves.

The document went on to describe some of the different elements involved in the Center's working plan which include a project underway for the development of science and mathematics teaching and for developing the evaluation process applying to these topics.

Projects envisaged by the Center include the issuance of a magazine for modern sciences and the publication of a book on methods and trends of developing scientific education

Regarding new scientific activities, the document mentioned the scientific workshops and panels scheduled for the forthcoming year, explaining their respective aims and the bodies collaborating with the Center to this effect.

The Center's new plans call for the designing and distribution of scientific portfolios among primary school pupils after their considerable success in the preceding year.

SCIENTIFIC RESEARCH

Needs

132. Moussa, El-Tuhami 'Abdul Rahman, "Scientific Research Policy in the Next Period", (Al-Bahth Al-'Ilmi fil-Marhalah Al-Qadimah), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), Cairo, 3rd year, Issue No. 3, (July-September 1978), pp. 29-37.

After emphasizing the importance of scientific research and pointing to the need for linking it to the economic development plan, the writer explained the steps for bringing about such linkage and for involving scientific research agencies in the preparation of the country's over-all development plan.

The writer called for a field co-existence between those engaged in scientific research and those engaged in production saying that the results of their cooperation would eventually be copied and applied by all sectors of production.

He then discussed the plans for preparing and developing scientists and technical assistants saying that such trained categories should be encouraged to work collectively in research projects and adding that full use must be made of such research.

Concluding his article, the writer pointed to the basic requirements for successful research work in Egypt. These are: organizing regulations, clear-cut plan, availability of technicians and scientists, coordination of activities between the various machineries and existence of an integrative system of documentation and data.

SOCIAL EDUCATION

Achievements

133. A.R.E., Ministry of Education, Directorate-General for Social Education, "Accomplishments of the Directorate-General for Social Education in 1977/78", (Injazaat Al-Idarah Al-'Aammah Lil-Tarbiyah Al-Ijtim Ijtima'iyyah khilal 'Aam 1977/78), Cairo, 1978, 4 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report on the development of education in 1977/78.

Reviewing the accomplishments of the Directorate-General for Social Education, the report described the picnics and camps organized by it, mentioning their duration, the categories of pupils who took part in them, the programmes they offered and the results obtained from this type of activity.

Moving to social projects, the report described how they are supervised and financed and pointed to their tangible results.

Regarding the individual social services extended by the Offices of School Social Service in the various Educational Directorates and Administrations in Governorate, the report described the plan aimed at caring for and treating problematic pupils.

In conclusion, the report elaborated on the functions of the different types of school councils, programs for training leaders and on the role played by the National Council for Youth and Sports in this respect.

SPECIAL EDUCATION SCHOOLS AND CLASSES

New Academic Year

134. A.R.E., Legislations, Laws and Regulations, "Circular No. 40 of July 27, 1978 in Connection with the Preparations for the New School Year 1978/79 in Special Education Schools and Classes", Cairo, Cabinet of the First Under Secretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1978, 36 stencil pages.

This Circular deals with the special education offered in classes or schools to handicapped pupils. It explains why special school facilities are seggregated for these categories of pupils and elaborates on the educational aims sought from special education.

The Circular then stated the various directives which ensure the proper performance and conduct of this sector of education. It mentioned that prior to the beginning of school year and following the return of teachers from their annual vacations, conferences and panels should be held in special education schools to plan for the new year and to insure that all requirements have been met, including building facilities, utilities, furniture and equipment.

Other directives contained in the Circular deal with dormitories, uniforms and clothes and meals served to hostel pupils in the primary, preparatory and secondary stages.

The Circular specified the dates of admission in special education schools and classes in general and in particular in the schools called Light, Sight, Hope, Feeble Hearing and Intellectual Care.

Other subjects dealt with in the Circular include the financial procedures for defraying expenses from the school's appropriations, the methods for alluring and hiring teachers to work in these schools, the need for appointing a psychological supervisor and for revising the curricula to ascertain its conformity to the established educational programmes.

The Circular further mentioned that a complete inventory list of all educational aids available in these schools should be kept. Special care should be directed to encouraging pupils to engage in cultural activities, sports, arts and social activities.

Other directives contained in the Circular deal with examinations and methods of evaluating handicapped pupils.

The last part of the Circular deals with the duties of special education inspectors, inspectors of preparatory and secondary schools and other educational officers towards these special schools.

The circular ended by explaining how parents be made acquainted with the services rendered by these schools.

STUDENTS' EVALUATION

Class-Work

135. Beshai, Maher Farag, "Class-Work in Our Schools", (A'maal Al-Sanah fi Madarisina), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33489, (August 19, 1978), p. 13.

At the beginning of his article, the writer described the practice of considering class-work as basis for evaluating pupils and indicated the reasons which prompt the Ministry of Education to insist on this practice.

Reviewing the evils of this system, the writer said that the density of classrooms coupled with the heavy burdens assumed by the teacher render class-work inadequate in assessing pupil's accomplishments. He blamed class-work for the widespread practice of private tutoring and the drop in pupils' academic standard.

The writer went on to say that class-work is calculated in a casual manner adding that the grades of the month of April are put which practical examinations are on.

Concluding his article, he suggested that the grades of all subjects should be distributed among examinations held by schools. Justifications for adopting this suggestion were given by the writer.

TEACHER TRAINING DIPLOMA

Statistics

136. A.R.E., Ministry of Education, Directorate-General for Statistics and Computer, "Status of Education in the Arab Republic of Egypt as Reflected by the Results of the General Certificate and Teacher Training Diploma Examinations in 1977/78", (Waqi' Al-Ta'leem fi Jumhuriyyat Misr Al-'Arabiyyah min Khilal Natayij Al-Shihadaat Al-'Aammah, Diplom Al-Mu'allimeen Wal-Mu'allimaat 1977/78), Cairo, 1978, 11 stencil pages.

In an introduction to this statistical study, the role of men and women teacher training colleges in meeting the requirements of primary schools to educationally-qualified men and women teachers is underlined. An indication is given in the introduction to the duration of study in these colleges and to the sections to which colleges branch as from the fourth year. The introduction also describes the system of admission which applies to men and women desirous of entering teacher training colleges.

This is followed by some statistical tables, containing gross figures of students sitting for and succeeding in the 1977/78 diploma examinations in either session and in both examination sessions.

Tables are as follows (all in respect of the academic year 1977/78):

- General results of diploma examinations in both sessions.

- Percentage of succeeding students in each separate section.

- Results of diploma examinations in both sessions according to section.

- Detailed statistical data on the number of men and women sitting for and succeeding in diploma examinations in both sessions.

- Percentage of succeeding students of both sexes in each Governorate.

- Diploma examination results in different Governorates arranged as to general percentages of success counted downward.

TEACHERS

Development

137. A.R.E., Ministry of Education, General Administration of Teacher Training Colleges, "Educational Trends, Projects and Problems Experienced by Men and Women Teacher Training Colleges", (Al-Ittijahaat Wal-Mashrou'aat Wal-Mushkilaat allati Taraat 'ala Dur Al-Mu'allimeen Wal-Mu'allimaat), Cairo, 1978, 4 stencil pages.

- Report submitted to the Center of Educational Documentation for the preparation of the annual report on the development of education in Egypt in the academic year 1977/78.

The report began with a review of the resolutions and legislations issued during the period under discussion which establish principles for selecting teaching bodies in teacher training colleges and decree encouragement incentives to influence such selection. It, further, reviewed the steps taken to allure students obtaining high scores in the Preparatory Certificate examination to join these colleges.

Moving to the projects undertaken by the General Administration of Teacher Training Colleges, the report reviewed some projects designed in conjunction with international organizations for implementation over the next five years.

The report also dealt with the measures taken by the Directorate-General for providing complementary academic and educational qualifications for primary school teachers, relating the studies conducted in this respect.

A review is also made of the quantitative development of men and women teacher training colleges, indicating the number of graduates in the preceding year as compared to the anticipated number of graduates in 1977/78.

Finally, the report reviewed the major problems facing the educational process in teacher training colleges and mentioned how these problems were overcome.

Dealing with educational aids, the report reviewed the steps taken by the General Administration of Teacher Training Colleges in the preparation and production of such aids.

A last point covered by the report deals with educational experimentation and the manner in which it could be intensified. In this connection, it reviewed some experiments undertaken in schools annexed to teacher training colleges.

TECHNICAL EDUCATION

Educational Research

138. 'Abdul Halim, Fath El-Bab, (Compiler), "Research on Technical Education", (Buhuth fil-Tarbiyah Al-Fanniyyah), Compiled by Fath El-Bab 'Abdul Halim and Youssef Ghorab, Cairo, Faculty of Art Education, Helwan University, 1978, 278 pages.

This document contains summaries of the M.A. and Ph.D. dissertations submitted to the Faculty of Technical Education of Helwan University during the period 1971 through 1977.

In Part 1 of this 2-part document, a review is made of the M.A. dissertations submitted to the respective Departments of Educational Principles and Theories, Curricula and Teaching Methods, Psychology and Educational Technology, Painting and Art Appreciation, Sculpture and Ceramics, Designing and Art and Folklore Works.

The second part is devoted to Ph.D. dissertations. It contains two chapters, reviewing dissertations submitted to the Departments of Sculpture and Ceramics and Art and Folklore Works.

Summaries give a gereral idea of each dissertation, the method and scope of research in each and the writer's presuppositions, findings and recommendations.

Agricultural Schools - Achievements

139. A.R.E., Ministry of Education, Cabinet of the Ministry's Agricultural Education Adviser, "New Developments in Agricultural Education in 1977/78", (Al-Jadeed fil-Ta'leem Al-Zira'i khilal 'Aamm 1977/78), Cairo, 1978, 5 typewritten pages.

- Report submitted to the Center of Educational Documentation in connection with the preparation of the annual report of educational developments in 1977/78.

The report began with a statistical table indicating the quantitative development of classes, students and graduates of agricultural secondary schools in 1977/78 as compared to the corresponding figures in 1976/77 along with a commentary explaining the reasons for the increase or decrease in each branch of agricultural schools.

Moving to qualitative development, the report dealt with curricula and the changes introduced thereon and with the revised text books in each agricultural secondary school, whether belonging to the 3-year or the 5-year system.

The report dealt, further, with schools transformed into the 5-year system, explaining the aims contemplated from such a measure.

It went on to describe the steps taken in both the Agricultural Technical School for Food Industries and the Agricultural Technical School for Land Reclamation and Agricultural Mechanization whether in the provision of buildings, equipment and creation of new specialized fields, or in developing their educational plans to conform to the country's technical needs and to the requirements of the industrialization plan.

Dealing with the new system of diploma examination in agricultural secondary schools, the report underlined the aims contemplated by the State from dividing this examination into two sectors.

Lastly, the report reviewed a project initiated by some agricultural schools for maintaining a permanent capital on an all-country level.

To the report was appended the syllabus of the Experimental School for Food Industries.

TECHNICAL SCHOOLS

Development

140. El-Sebaci, Labib, "Technical Schools Admit Students Failing to Join General Secondary Schools", (Al-Madares Al-Fanniyyah Taqbal Al-Talabah allazeen lam Yaltahiqu Bil-Thanawi Al-'Aamm), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33508, (September 7, 1978), p. 8.

This article deals with the Ministry of Education's resolutions on admission in secondary technical schools (i.e. industrial, agricultural and commercial).

The writer described the measures taken for enabling pupils to join the specialized school they choose. He explained the bases for preference among candidates as to age, scores and the like.

Moving to the measures taken this year by the Ministry of Education to check demand on general secondary schools and encourage admission in

technical schools, the writer said the Ministry is bent on training adequate numbers of technicians in the various fields of specialization in order that the demand on Egyptian and Arab labour markets may be met.

The writer, further, described the steps taken for developing curricula and equipment in technical schools to ensure that they keep abreast with world progress in these trades.

He added that some schools have already been transformed into professional schools following the 5-year system with the backing of some organizations. In this respect he mentioned that some sector of activity, such as the sectors of insurance, land reclamation and tourism have already declared their needs to different categories of technicians.

Economics of Education - Waste

141. Mohamed, Sa'id 'Abdul Maqsud, "Cost of Waste in Vocational and Technological Education in the Arab Republic of Egypt", (Taklifat Al-Faqed fil-Ta'leem Al-Mihni Wal-Taqanni Bi-Jumhuriyyat Misr Al-'Arabiyyah), by Sa'id 'Abdul Maqsud Mohamed and Ahmed Fathi Mustafa, Cairo, 'Ain Shams University, 1978, 13 pages.

Following an introduction on economic and social developments and how they reflect on the aims and techniques of education, the writers defined the terms used in their research and explained the meaning of economics of vocational and technological education.

Turning to the factors which influence educational economics, the writers mentioned the breakdown of costs per pupil, the total cost per graduate, the average number of years spent by a student in school, the educational yield, the features of waste and how to measure it and the loss sustained by reason of the surplus in graduates.

The authors then reviewed the conclusions reached by them. In their conclusions, they described the benefits of industrial vocational education as compared to other types of vocational education (i.e. agricultural, commercial and general) and how to enhance the effectiveness of agricultural vocational education in relation to commercial and general vocational education.

The survey ended with a number of recommendations pertaining to the development of available statistics on labour markets, the formulation of a vocational educational plan linked to the overall economic plan and

the development of vocational education programmes to meet the needs of Arab countries and keep pace with technological progress.

The survey ended with a bibliographical list of Arabic and foreign books consulted by the authors.

Students' Trends

142. Al-Ansari, Samia Loutfi, "Attitudes of Technical Secondary School Students towards Their School and Their Relation to some Variables", (Ittijahaat Tullab Al-Madares Al-Fanniyyah Al-Thanawiyyah nahwa Madrasatihim Wa-'Ilaqatuha bi-ba'd Al-Mutaghayyeraat), "Sahifat Al-Maktabah", (Library Magazine), Cairo, Vol. 10, Issue No. 3, (October 1978), pp. 11-19.

This article consists of a research paper prepared by the writer to determine the different attitudes of technical secondary school students towards their schools.

She began her paper with an introduction in which she described the keen interest Egypt is now showing in technical education in order to provide the missing link between general labourers and production supervisers.

After setting forth the aim of her research and indicating its importance, the writer explained her presumptions, the problems encountered in the course of the research, the steps taken for compiling the material and the findings reached by her.

In these findings, the writer succeeded in determining the attitudes of students vis-a-vis their technical schools and the relations between such attitudes and some variables such as sex and type of school (commercial, agricultural or industrial).

The writer also indicated the difference in attitudes between boys and girls and between urban and rural students.

Ending her research, the writer came out with some recommendations relevant to her topic.

TEXT BOOKS

Development of

143. 'Abdul Razek, 'Ali, "As Long As We Give the Pupil a Fraction of a Grade for a Fraction of an Answer, We Will Be Unable to Do Away with External Auxiliary Books", (Ma Dumna Nu'ti Al-Tilmeez Juzaan min Al-Darajah Li-Juzin min Al-Ijabah, Falan Nastaghni 'an Al-Kutub Al-Kharijiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33523, (September 22, 1978), p. 9.

This article is mainly concerned with academic and text books and the activities undertaken by the Governmental Agency responsible for printing these books. The writer then mentioned the number of such books printed and delivered to schools and faculties ahead of the commencement of the academic year.

He admitted that some gaps and deficiencies are found in text books and pointed to the manner in which they could be coped with, adding that external auxiliary books are favoured by pupils because of the sample questions and answers and the comprehensive summaries contained in them. As such, they fit in very well with the system of examinations and the manner in which grades are distributed in general examinations.

Concluding his article, the writer advanced some suggestions for raising the standard of text books whether as to academic content and presentation of material or as to the drills appended to them.

Exchange

144. Embabi, Mohamed, "Text Books Circulating Among Pupils One Year after Another", (Al-Kitaab Al-Madrasi Yatabaduluhu Al-Talabah Sanatan ba'da Sanatin), "Akhbar Al-Yom" newspaper, Cairo, 34th year, Issue No. 1768, (September 23, 1978), p. 4.

The idea of training school children to lend their text books at the end of the school year to pupils replacing them in the same class and the discussions around its practicability in Egyptian schools are the subject of this article.

Reviewing the arguments in favour of this idea and those against it, the writer said that while those in favour believe that used text books become readily available on the first day of the school year and cost pupils less, those opposing the idea believe that the State would be sustaining losses

if the idea is put into practice, besides, the constant change in the curricula renders used text books outdated.

To make a fair presentation of the views of all parties concerned, the writer interviewed education experts, teachers and boy and girl students then described the practice of some other countries in this respect.

Concluding his article, the writer advanced some suggestions that would contribute to a solution to the problem of text books and the cost entailed in annual reprints. Then, he appealed to the Supreme Committee of Planning to study his suggestions.

YOUTH

145. El-Dali, 'Ali, "The New Party and Youth", (Al-Hizb Al-Jadeed Wal-Shabab), "Al-Gumhouriyah" newspaper, Cairo, 25th year, Issue No. 8991, (August 11, 1978), p. 5.

After quoting the President of the Republic as saying that the newly-established National Democratic Party has a duty towards building the Egyptian Man, the writer explained the causes for the deterioration of moral values among youth, giving examples to substantiate his argument.

The writer went on to quote paragraphs from the famous Ikhwan Al-Safa's Letters in which the authors dealt with youth problems and pointed to the manner in which these problems could be treated and the society reformed.

Having asserted that the new Party should assume the task of spreading love and fraternity among youth, the writer said that every effort should be made to insure that the leaders of the new Party possess exemplary qualities and set a high example before young men.

Camps

146. Selimah, Mohamed Mohamed, "Enforce Control Measures, but Do not Deprive Young Men of Experience", (Du'u Al-Dawabit, lakin la Tahrim Al-Shabab Al-Tajrubah), "Al-Shabab wa 'Ulum Al-Mustaqbal" magazine, Cairo, 1st year, Issue No. 12, (July 1978), pp. 6-7.

After stating that Egyptian young men studying in universities account for a high percentage and stressing the need for making good utilization of their energies in summer holidays according to a well-studied plan prepared

by all State agencies concerned with youth, the writer commented on the problems resulting from students' summer trips in Europe, saying the State should sponsor outstanding students and pay all their travel expenses to encourage their colleagues to distinguish themselves in university work.

The writer then proposed that the State set up youth camps in Europe and in some other African and Arab countries in order to immune young Egyptians against enemy propaganda and involvement in any harmful activities.

Moving to the reconstruction camps set up in Egypt, the writer described their activities and fruitful results, then called for the creation of three types of camps: reconstruction camps, environmental service camps and recreational camps on beaches. He elaborated on each type of camps and showed their beneficial results to young men.

Concluding his article, the writer urged the authorities to study the circumstances of youth in Egypt and to offer them a substitute for their European trips in summer.

Needs

147. Mansour, Mohamed Ibrahim, "Youth and Awareness of Democratic Socialism", (Al-Shabaab Wal-Wa'y Bil-Ishtirakiyyah Al-Dimoqratiyyah), "Al-Ahram" newspaper, Cairo, 104th year, Issue No. 33482, (August 12, 1978), p. 7.

After explaining that democratic socialism is a philosophy of change and evolution, the writer described the characteristic features, needs, inclinations and desires of young men during youth. He also pointed to the ability of youth to learn, create, work and produce.

Discussing the manner in which young men should be dealt with, the writer stressed the need for exposing them to some experience and providing them with adequate knowledge of the socialist philosophy.

The writer went on to say that the educational curricula should be reformulated on a sound basis, inspired by democratic socialist philosophy, adding that dialogue and discussion are vital in developing socialist awareness.

Concluding his article, the writer stressed the need for linking theory to practice and for developing a link between young men and their society's problems, saying that this would be advantageous in the fields of production, eradication of illiteracy and rural development.

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